# Childhood Education

The Magazine for Teachers of Young Children
To Stimulate Thinking Rather Than Advocate Fixed Practice

Volume 16 Number 9

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#### FRANCES MAYFARTH, Editor

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#### Next Year-

Plans for next year's issues have been developed around the importance of the mutuality of growth on the part of both teachers and children. Five of the issues will be devoted to consideration of these problems: How can mutuality of growth (1) de-velop appreciation of literature and stimulate a desire to read? (2) develop skill in learning to speak and write effectively, (3) stimulate imaginative play and self-expression, (4) develop interest and skill in learning to make things, (5) and develop socially desirable habits and attitudes?

Another issue will consider supervision and administration and their contribution to the growth of teachers and children. Three issues will be general in content thus providing a wider choice of materials for publication.

EXTRA COPIES—Orders for extra copies of this issue must be received by the Association for Childhood Education, by the tenth of the month of issue.

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Courtesy National College of Education

It is Susan's and my turn to clean the canary cage. We think it is fun to take care of Dickey.

### To D. E. W.

OST OF THE EDITORIALS she has written for CHILDHOOD EDUCATION were signed simply D. E. W., and only those who took the trouble to turn to the inside front cover knew to whom the initials referred. Now after six years as Editor of CHILDHOOD EDUCATION and chairman of the Board of Editors, Dorothy E. Willy has resigned to devote herself to increasing home and teaching responsibilities. It is a foregone conclusion that she will give to them the same unselfish attention, the same intelligent direction, the same loyalty, and the same enthusiasm she gave to CHILDHOOD EDUCATION.

Her editorials are only a small part of her contribution to CHILD-HOOD EDUCATION, but a very significant part. Always she had the interest of the teacher at heart. It was for her that most of the content of the magazine was planned, and it was for her that most of her editorials were written.

One of Miss Willy's first editorials had to do with conventions and their contribution to the teacher's personal and professional growth. A later one entitled, *Equal Pay for Equal Training*, shows clearly her attitude toward unfair discrimination in the matter of salary schedules for teachers of young children.

In Practical Idealism and Initiative or Defeatism she refuses to coddle the teacher who feels sorry for herself because everything is not to her liking. "To see the opportunities in her own environment, to use imagination and create makeshifts in equipment where the real thing cannot yet be obtained, to create a spirit of home where both teacher and children share responsibility and work together toward a common goal, to live and let live—all these things can be done in any situation. If the ideal and the hope are harnessed to faith, intelligence, will power, and perserverance there can be no defeatism." In both her personal and professional life D. E. W. has demonstrated the practicalness of her idealism and the worthwhileness of intelligent initiative.

She has no protective attitude toward teachers simply because they are teachers. Rather, she asks them if they believe they are good company for themselves and what they are doing to help children become good company for themselves and others. If one does not get along with himself, how can he help others live together happily? She dismisses with a "tut-tut" those who do not believe in Santa Claus. She drives home her point that peace like charity begins at home and is an attitude of mind rather than a state of being. She begs that teachers "begin with the intimate experiences of little children and through them build healthy attitudes of peace." Again, she asks, "Is our teaching superficial and does it lack thoroughness? Are we helping children develop a respect and a feeling of pride in being able to do certain fundamental things well? Surely they should be able to write and speak simply and clearly their thoughts and opinions, and to show constantly improving taste and discrimination in their choice of experiences and friends. "So much," she points out in *The Remedial Wave*, "depends upon good first teaching as opposed to remedial teaching, which too often is accompanied by wrong attitudes and feelings of inferiority."

ERHAPS THE EDITORIAL which has caused the most discussion is her *Challenge to the Kindergarten*. Believing thoroughly in the importance of good first teaching she warns against "an air of complacency," against "assuming that we have arrived in our thinking to the end that the kindergarten, while holding its ground, is not being richly fed with constructive thinking and doing. Good beginnings were never more needed than today. The challenge to the kindergarten is to provide them." It should be of considerable satisfaction to D. E. W. to know that her challenge is being as widely accepted as it was widely read.

To CHILDHOOD EDUCATION D. E. W. has given "the most priceless of all gifts"—herself. Herein lies her personal challenge to those who must carry on without direct benefit of her understanding guid-

ance and enthusiasm.—F. M.

### Light Ages of Man

This is the age of science, the age of exact measurements. But there are some still untouched by the spirit of the age. Such a one is the Florida Negro woman who was pressed for the exact age of her children. She just did not know how old they were in terms of years. She had her own classification, however. One of the children was a "lap baby." Another was a "creeper." Then there was a "porch child,"

and also a "yard young 'un."

Here is a woman who is above the prosaic measuring systems of exact science. Her "yard child," no doubt, will soon be a "school boy," and after that a "working boy," or, perhaps, a "car-driving boy." Then again, his mother may decide to describe him as a "short-pants boy" and, later, as a "long-pants boy." In the fullness of time, he will, of course, become a "man." And when his mother calls him that, there will be in her language more of the rich emotional content of all human experience than the men of precision can ever hope to crowd into the figure "21." Exact enough!—From the *St. Louis Post Dispatch*.

## Is it Work or Is it Play?

How to get more fun out of teaching might well have been the title for this article by Mrs. Millar, head of the art department at Central State Teachers College, Mount Pleasant, Michigan. The pessimist will say, "But I'm not permitted to do things like that." The optimist will say, "I can't do all these things, but I can do some of them."

SOME PEOPLE never have a really good time; some have a good time only when everything is just to their liking; others have a good time anywhere and everywhere. Whether or not one has a good time depends largely on his attitude of mind, and teachers should surely strive to build a good-time attitude in children and young people. So much fun is such a lot of work and so much work is such a lot of fun that it hardly seems necessary to draw a hard and fast line and say that on one side is and must be work while on the other is and must be play.

Teachers frequently say that they have no time to live a life of their own—that it should be their privilege to close the school door at four P.M. and to have the remaining hours of the twenty-four for themselves. True, there are many good teachers whose twenty-four hours are too full. There are also many hard-working teachers whose lives are stressed because they put so much effort into hurrying and into getting everything located either on one side or the other of the work and play line. Teaching is thrilling for those who like it and perhaps the teacher who wishes to lock up his profession at four P.M. does not really like to teach, has failed to see

its possibilities for enjoyment and relaxation, or it may be that the situation is making demands upon his time that are beyond all reason. In any case the situation may be helped by letting more enjoyment creep into the hours from eight A.M. to four P.M., if time must be so divided.

#### Before the Bell Rings

It is a pleasant experience to walk into a school "before the bell rings" and to find many children busy and happy. Some of them might be playing games—checkers, dominoes, parchesi, logomachy. Four or five would doubtless be reading in comfortable chairs in the reading corner or browsing in the library. Others might be painting at the easel, working at the woodworking bench, cutting a linoleum block, making plans in the art laboratory, getting assistance from the art specialist, or doing a piece of work that could be more easily done there.

There would be some children at the science table weighing the food for experimental feeding of animals or counting the baby snails in the aquarium. A group in the music room might be trying various instruments such as psalteries, xylophones, chimes, and pianos. One, with the assistance of the teacher, would be writing down a melody he had thought of. Still others will be out on the playground vigorously at play.

Do you remember the rule of your childhood, "Children must not enter the building until eight-thirty"? Eight-thirty was the line. Only after that time did education begin.

Some teachers of young children have



Courtesy National College of Education

My airplane will be finished "before the bell rings".

so arranged their school day that there is no such drastic break before and after eight-thirty. Some of these pre-eight-thirty activities may continue into the day. True, there must be some kind of schedule. At an appointed time, there should be a coming together of the group. But the feeding and watering of animals and plants, if not finished at eight-thirty, could and should continue until finished. The reading might be at such a stage that it should continue and the painting and benchwork would likely go on legitimately. On certain days the art and science specialists should be scheduled to arrive at eight-thirty and would help as needed in their respective fields. At the same time the room teacher would be helping with the reading and writing of others in the group.

This period could well be followed by a conference period and, ideally, the special teachers would be present. The conference would include consideration of all work underway, planning of future procedures, and completing the schedule for the rest of the day. Some such easing into the day's work is a relief from the usual tenseness with which the school day is too often started.

The playtime may be enriched by having many games available. Some may be constructed from dime-store purchases. Others can be made entirely by the children. Zest may be added to games by playing progressively or in tournament fashion which also shifts the grouping—a very good thing to do. Guessing games, ghost and progressive stories, geography, iden-

tification games and the like are enjoyable at luncheon time and on study trips. There should also be some one from the physical education department to teach the children many of the more vigorous games.

#### Taking a Walk

Would it be work or play to go to the woods with children who are studying Indian life and experiment with keeping directions straight by looking only at the bark of trees and blazing trails by leaving such signs as broken twigs and torn leaves with other groups following by watching for these signs? It is one thing to take a walk. It is quite another to find all kinds of interesting things along the way. Plants and mosses might be collected for a terrarium, cocoons and caterpillars watched, and all the returning migratory birds listed. To some, a grassy bank is merely a place

to sit and doze or grow dull. To others it is ideal for a game of mumble-the-peg; a place to enjoy a view, to listen to bird calls, the lapping or rushing of waters, and to watch insects or to study plant life.

Longer trips may be enhanced by collecting old glass or new, hand-woven textiles, baskets, snapshots of interesting doorways, cloud effects, or close-ups of plant forms. Talking to all kinds of people—learning their folkways, local idioms, songs, dances, stories and fascinating legends—helps one to appreciate and understand better all human beings.

What a situation means to a person depends entirely upon that person's sensitivity. It should be an objective of education to sensitize children and young people through enjoyable and rich experiences to the possibilities for fun and enjoyment that lie along the way for the asking.



Courtesy Board of School Directors, Milwaukee

Some of them might be playing games.

# Some Of Them Have Fun

To ask a teacher, What do you do in your leisure time? usually brings forth a derisive laugh. Undoubtedly, leisure time is far too rare for the majority of teachers today who because of the pressure of the job itself, responsibilities of many kinds, lack of inner resources and ever-present meager environments are unable to enjoy satisfactorily the leisure they do have. On the other hand, too many of us have become past masters with the familiar alibi, "I am just too busy to have time for things like that. I never have time for fun." This matter of leisure time needs honest evaluation. Miss Allard is supervisor of elementary education, Garden City, New York.

TEACHERS of young children have always believed in the value of play for their pupils, but not so many of these same teachers have considered recreation as a necessity in their own lives. A recent study of the leisure activities of kindergarten and elementary teachers of Long Island, New York, revealed that there was no typical teacher so far as leisure patterns of behavior were concerned but some activities appeared more often than others. For example, all individuals in the study listen to the radio, read, go automobiling, walk and visit friends, but not so many follow active or creative leisure-time pursuits.

Human beings are all different from each other. If today there is no typical school teacher, what are the influences or combinations of experiences which contribute most to the development of interesting teacher personalities? To be different is not enough; teachers must be interestingly different. A few outstanding differences appear in the following sketches.

#### Nine-to-Three-O'clock Teachers

I know two of them, one about twentytwo with little experience and a small
salary; the other, nearly fifty years old,
with much experience and receiving the
maximum salary of well over three thousand dollars a year. Neither of these teachers cares much for children. Little opportunity has been given them to help shape
the policies of the school. They have
ceased or have not even started to express
themselves because they were not recognized in any way for their interest and
effort. The younger one feels her position
insecure; the older one feels secure for life
—she has irrevocable permanent tenure.

These teachers work from nine in the morning until three in the afternoon, with time off for lunch. From three in the afternoon until nine the next morning, they try to forget school by going to the movies, the theatre, and cocktail parties, or by listening to the radio and reading, seeking to escape from themselves and from thoughts of their work. The older teacher has little opportunity to have dates with men she can enjoy, while the younger one has more dates than the community approves.

There is a lack of satisfyingness in this sort of teaching which affects their personalities and shapes their life patterns during leisure. One teacher is lost in the city and does as she pleases to forget; the other lives in a small town where she is constantly observed and criticised for what she

<sup>&</sup>lt;sup>1</sup>Allard, Lucile. "A Study of the Leisure Activities of Certain Elementary Teachers of Long Island." New York: Bureau of Publications, Teachers College, Columbia University, 1939.

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does or does not do. The young teacher was employed to teach school but is expected to teach Sunday school, have a Girl Scout troop, study for an advanced degree, and not have too many boy friends. All this is expected of her for twelve hundred dollars a year. Almost everything is prescribed for her; there is little opportunity in the school for the expression of her own ideas.

#### The Happily Married Teacher

The one I know is extremely attractive and has just reached her fortieth birthday. She has no degree, but she has charm and gorgeous white hair done in the latest mode. She is "cultured" and knows it. Her home is well furnished with antiques collected by her husband and herself. She feels secure in her position, and the children feel secure when she is their teacher. When the end of the year comes they always seem to have learned a great deal, and the parents haven't complained much. She has only a normal school diploma but says she believes that travel and exploration of interesting things are as important as working for a degree that seems far off, and would take her away from real life.

On Friday evenings she sometimes has groups of her pupils to supper or for pingpong in her playroom in the basement of her home. At other times she entertains groups of her teacher friends or outside acquaintances at steak dinners or informal merry affairs. At noon or after school she plays ping-pong with some of the young men teachers.

This teacher feels the security of marriage, the security of success in her work, and the security of success as a person.

#### A Self-Made Man Teacher

A fine young man about twenty-six years old, with only a meager background at home (his father intermittently unemployed for years) was graduated from the



Courtesy Board of Education, Detroit Jewelry making as a leisure time activity.

normal school in his home town, and was never considered to be too handsome or promising. His first teaching, in a oneroom rural school, was very successful. In the middle of that first year he moved to another school in a suburban village where standards were high, the teachers experienced and with degrees, and the principal critical. At times during those first years he became moody and difficult to help.

He began working for a degree and became very much interested in the work of two outstanding professors. Since his salary at the time was only twenty-five dollars a week and living expenses were high, he was able to take only a few courses and had to borrow the money to pay for these. In his leisure time he took excursions and walks with his children, and at a minimum cost enjoyed some interesting Saturday activities with them. He joined a commercial book club and read everything within his reach. On pleasant days after school or

week-ends, he would take a few boys out to sketch in the woods.

His school was located in an area where an automobile was a necessity. He lived and taught where inexpensive boarding places were far from public transportation facilities. For a year he had an old fifty dollar car; now he says he prefers to spend his money in other ways, and either walks to school or rides part of the way with another teacher who owns an automobile.

Not long ago he bought a gramophone and is paying for it on a weekly installment plan, about fifty cents a week. He has secured some of the best music by saving coupons from a newspaper and turning them in with small sums of money for albums of good records. I was told by the music teacher that he helped her to obtain records for the school in the same way, by giving her some of the coupons he had saved. He has taken advantage of the museums and art galleries in the metropolitan area both for his pupils and for his own personal satisfaction.

Now he has many friends among the teachers, one in particular, a woman slightly older than himself. They are congenial in many ways and are both fond of music and dancing.

A year ago he again registered for courses at the university. After he had been attending classes from September to December, he received a notice that he must pay his tuition—that it was past due. He could not continue his studying because it was necessary for him to send money home to his family who were in need. Of all the teachers of eight- and nine-year-olds I have known, he is one of the best.

#### The Teacher With the Planned Life

She was changed and slenderized by a diet, and really transformed through release from dictatorial parents and an income over and above her salary. She lives

in an apartment hotel in the city and commutes to her work daily.

At thirty-five she learned to dance at a popular dancing academy. After having spent several summers in California at a health resort, she took advantage of the sabbatical leave that was due her and sailed around the world. This was an enjoyable and a profitable experience for her as well as for many others in the school. After her return she spent many of her free moments, when not with the first grade children, speaking to higher grades in the school about her world tour and showing interesting things she had collected to groups of children and parents.

As a result, she has become a pleasanter person and a better teacher. However, she has her life so thoroughly organized that she knows exactly what she is going to eat, play, and read from day to day, and from week to week. She carries out these activities with regularity and precision. When she buys concert tickets for the season, she has only to note the dates on her calendar, then attend when the evening comes. Fortunately she enjoys the diet she is required to follow, and prepares enough food on Saturday or Sunday for the week to come.

This teacher has a master's degree which she received about ten years ago. She is active and helpful in the alumni organization of her university. An objection that might be raised to this type of individual as a teacher of young children would be that she is too well organized. If a teacher is able so systematically to plan her own life, is there not danger that she might come to believe she should plan in detail for other people as well?

#### The Teacher With a Sense of Humor

She is Irish, unusual, and a marvelous teacher. Her first grade has as interesting activities for reading (and other things) as can be found in any school. Of necessity she spends very little on new clothes but



Courtesy Board of Education, Detroit

Developing sensory experiences and enjoying leisure.

she experiments often with new hair styles which make her attractive in spite of freckles and lack of beauty.

Her father and mother have been dependent upon her for support ever since she started teaching. Before she entered the state normal school, where she worked for room and board while she studied, she worked in a textile mill in her home town. She did not get along very well with the workers because they thought she finished too many pieces in too short a time. So she decided to become a teacher; there was nothing else for her to do.

Her first teaching experience was in a school for under-privileged children, but now she is in a community of the opposite type. Besides being popular with her coworkers, she has intriguing ways of interesting parents in her school. One evening before Christmas she invited the mothers and fathers of her pupils to come to school to make scrapbooks for a crippled children's home. The parents had a good time

and produced some original and charming book covers. When the fathers started home without cleaning up the materials they had used, she said: "Now wait a minute, boys. You are not going home without cleaning up the room. Get busy!" And they did, charmed with her humor. The next day, in school, the children made similar scrapbooks. The designs on all were original. Parents' and children's books were labeled and exhibited in a glass case in the front hall of the school, much to the delight of all who saw them.

This young woman shares an apartment with another teacher. She depends for recreation on her small personal expenditures and her close friends. At present she is attending an evening adult education sewing class held in the school, and is making a dress for herself. Even with the outside financial responsibility for her parents, and occasionally for her younger brother, she has been able to complete both her bachelor's and master's degrees

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while teaching in her present position. She still retains a fine sense of humor.

#### A Versatile Kindergarten Teacher

She has dark hair, is lithe and active, and her glasses do not lessen her attractiveness. She lives at home with a younger brother, an older sister who teaches, and her parents. She is a liberal, goes to church regularly, and at twenty-four has a bachelor's degree. She started teaching with only a normal school diploma and has finished the work for a degree by studying evenings.

Her friends are many and her leisure activities interesting and varied. She adores her younger brother and gave him some financial help while he was a student at Notre Dame. On Tuesday evenings she and a young married teacher play badminton in the school gymnasium. On another evening each week a group from the school bowl at a public alley in a neighboring village.

This teacher works well and plays well with everyone, and has contributed much to the parents' better understanding of the school's philosophy and practice. Afternoon teas and discussion groups, individual conferences with mothers, and evening meetings for both fathers and mothers have provided opportunities for the parents' questions to be answered.

This active teacher skates, goes to foot-ball games and ice carnivals, plays golf, and spends her summers with her family on an island near the sea. She is charmingly well adjusted, frank and intelligent. She does not have to depend entirely on her own income. She lives at home and is ideally happy there.

#### A Financially Independent Teacher

Besides her good salary, she has other income and investments. At about thirty-five she had a master's degree, and has many interests and the money to pursue them. She has style, intelligence and per-

sonality. She has traveled abroad in many countries, and has toured her own country in many directions by automobile. She attends the theater and concerts often, and the opera occasionally. She skates and only recently has learned to ski. She plays golf, also, but her present hobby is photography. She owns two fine cameras and attends the camera club regularly; also, the riflery class in the adult education program at the school. Needless to say, this leisure pattern is largely possible because of her adequate income, available activities, and her real interests.

We know very little about the relationship between the success of a teacher's work and her success as a person. We do know, however, that many teachers have been lacking in diversity of interests that make for a well-rounded personality. Psychologists say that intellectual status alone does not produce emotional control. Among maladjusted teachers, investigators have found that the percentage of unmarried teachers is larger than that of married ones. Sociologists suggest that "income of the family" and "acquisition of money" are important factors in the successful participation and choice of leisure activities.

But intellectual or non-intellectual, married or unmarried, rich or poor, it is the birthright of every teacher (of every human being) to have time in which to select a form of activity which has nothing to do with the earning of daily bread.

Today, space and equipment are being provided in school buildings for adults to develop new interests and skills, and to enjoy skills already acquired. In the very earliest school years, teachers and children are working and playing together, and leisure interests are growing slowly but surely through situations where real interest in living and a desire to create make teachers and children interestingly different.

# We Study Wit and Humor

Miss Brumbaugh, acting principal of the Model School, Hunter College of the City of New York, describes recent studies of laughter, wit, and humor in the classroom and with student teachers. Do children laugh more in a conventional or a progressive school? What classroom experiences induce laughter most frequently? Which teachers have fewer problems of control—those who permit laughter, or those who do not? Would a study of wit and humor by student teachers be a good preparation for teaching?

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ONE WOULD expect to find more smiling and laughing children in the informal atmosphere of progressive schools than in schools of the conventional type, yet when forty-five classrooms were observed for a period of twenty-five hours each, no such difference could be shown. The amount of overt laughter varied from grade to grade in both types of schools and appeared to depend upon the teacher in charge. (Editor's italics.)

Grave children went about their tasks in a serious manner even while they engaged in activities which permitted freedom of expression. Life-like situations were of almost every type except those where laughter was a natural outcome.

"Humor is creative, while the sense of humor is merely receptive and appreciative," says Carolyn Wells. Neither the appreciation nor the creation of humor appeared to be functioning in nine out of ten classes where observational records were kept, although the pupils responded with delight to an opportunity to express their preferences for various forms of humor, even when this instrument was the ubiquitous questionnaire or check list. As one child said, "This is the only test I ever took where I knew all the answers. When can we have more?"

Dramatization and informal English lessons induced more laughter than did any other classroom experiences. Humorous literature was conspicuous by its absence, and while the children stated that teachers made them laugh when they read or told funny stories or jokes, only two of the forty-five teachers had planned lessons of this type during the period of observation which included recitations where such material would have been appropriate.

Contrary to common belief, those teachers who permitted or encouraged the laughter of their pupils had fewer problems of control than did the stern pedagogues. Hilarity was not difficult to handle if the teacher herself appreciated the humor in the situation which had stirred the class or individuals to mirth. She who could laugh with and not at the children was a good disciplinarian, whether judged by old or new standards of what constitutes good behavior on the part of children.

One explanation of the failure of the teachers of the progressive schools to provide a legitimate outlet for the natural laughter of children may be found in the overstimulation of the pupils. Leisure to relax is necessary for the true enjoyment of laughter, and these children seldom had an opportunity to "have fun." Signs were

<sup>&</sup>lt;sup>1</sup>One half of the classes (grades three through six) were so-called progressive, or activity classes. No significant differences were shown in the two types of classes, in appreciation of humor.

posted upon the wall bearing such mottoes as: "What worth-while thing have you done today?" "Have you wasted your time or that of others?" "Did you do the best work of which you were capable?".

We, too, have guilty consciences when we enter business offices that bristle with admonitions similar to these, so is it any wonder that children who are often asked to record their own progress are afraid to admit that they have frittered away precious minutes?

A few daring souls hid the "funnies" in their "research" scrapbooks or smuggled them in their brief-cases, but the great majority of the children was willing to allow the radio or motion picture comedians to provide their daily or weekly rations of humor. The tastes which are developed by this exposure to brands of humor often vulgar or low are deplored by teachers everywhere, but they seem to be unable to stem the tide. Like the weather, everyone talks about it, but no one does anything about it.

### Student Research and Investigation Of Humor

A class of students at Hunter College of the City of New York, preparing to teach in progressive schools, made an attempt in this direction. They chose as their unit of work, "The Development of a Sense of Humor." Research in the field of wit and humor was carried on, but they



Courtesy "The Washington Post"

Dramatization induced more laughter than did any other classroom experience.

also attempted firsthand investigation.

Evaluation of the success of the study can not be made until these young women have an opportunity to guide their pupils, but it appears reasonable to believe that they are better prepared to assume this responsibility than others who have given no thought to the problem.

The following list of activities in which the students participated may be suggestive to others who are interested in experi-

menting along this line:

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Scrapbooks were made which contained clippings and illustrations which pertained to the comic strips, cartoons and caricatures, humorous movies and comedians, radio programs considered funny, stories, jokes suitable for children, riddles and games, hobbies, limericks and humorous poetry and amusing songs.

The students worked in groups, but contributed to others when they found suitable material. Class scrapbooks contained serious articles which explained the causes of laughter, the values of a sense of humor, and miscellaneous material. One was devoted to pictures and articles which poked fun at progressive education, since they believed that one should be able to laugh at herself and her own enthusiasms.

A daily log was kept to record progress. This was illustrated with appropriate pictures clipped from magazines or with sketches made by

students.

Handwork included the making of grotesque toys of clay, humorous accessories of clothing or jewelry, wooden and cloth toys planned to be amusing to a child, and original drawings and

paintings.

Humorous stories, articles, poems and parodies were written. One class period was given over to the telling of jokes and anecdotes, or reading a funny story to the class. Attendance at a hobby show, a motion picture comedy, a circus, and the play, "Pinocchio," was voluntary. Radio humor was analyzed, and dramatization of jokes was attempted. One hour was spent in playing games known to produce laughter among children.

A term paper was required, to satisfy course regulations, so the topic selected was, "How a Sense of Humor Will Aid Me in Realizing My Vocational Aim." Citations from psychology, philosophy or mental hygiene textbooks were

requested and obtained.



Courtesy D. C. Federal Art Project, WPA

"A Strange Looking Man". From an exhibit of children's humor in art.

An excursion to a private school, followed by a luncheon, brought the unit to a happy close although the class would have been willing to continue the project much longer.

It must be admitted that the students did not rock with laughter during the progress of the study, but they worked in a relaxed manner. A poor piece of work might be greeted by such words as, "Put a dab of yellow paint on it. A broken tail is funnier than a good one, for you know that children laugh at misproportions." Under-

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standing caused them to laugh at their own mistakes.

They were very self-conscious at first, particularly when telling jokes or stories in an academic atmosphere. The hardest thing for them to overcome was the feeling that laughter would be frowned upon. Guilty faces would turn toward the instructor who tried to beam her approval, until she felt like the Cheshire cat and sometimes wondered if her grin was all that was left.

The situation was artificial in spite of efforts to make it a natural one, but three months were not long enough to counteract the effect of years of the repression of laughter in the classroom.

One lugubrious-looking girl was the

most faithful of all in attempting to do everything that was suggested. She plans to enter social service and said desperately, "I must learn to think things are funny for no one wants a 'gloom' to come to interview him."

Another, who bubbled over with fun, gave expression to her relief, "I always thought that I should conceal my sense of the ridiculous for fear people would think that I was not quite bright, but when I discovered that some psychologists believe that there is a high correlation between intelligence and recognition of absurdities, I took heart."

Man has been defined as the only animal who can laugh. Let us help children to use that birth-right!

By LOIS BARCLAY MURPHY

# The Nursery School Contributes TO EMOTIONAL DEVELOPMENT.

This article has been prepared from Mrs. Murphy's address given before the National Association for Nursery Education at the meeting in New York City, October 26, 1939. The records which form the basis for this article were the result of a survey study carried on by nursery school teachers working in many different cultural settings. Mrs. Murphy, who is professor of child development at Sarah Lawrence College, Bronxville, New York, describes some of the patterns of change in individual children and analyzes the therapeutic aspects of the nursery school.

TWO YEARS ago, at Nashville, I discussed with you the need for more coordination of the work of teachers who know children so well and that of research peo-

ple studying preschool children. As a result of our discussion, last year blanks were sent out to a number of teachers who had expressed their desire to cooperate. The exciting material which has come in from the Tennessee hill country, from large cities and smaller factory and mill towns in Ohio, from migratory camps and a Chinese nursery school in California, from a nursery school in Boston and other sections of the country is so interesting that I felt you would want to know about it.

It is very important material, not only because of the light it throws on patterns of emotional development of individual children, but even more because of the picture it gives of the conditions under

which children live and the enormous difference in types of adjustment which many of them have to make in and out of nursery school. It also gives a dramatic picture of the development and therapeutic contribution of the nursery school to this generation of children, many of whose homes are pitifully inadequate to meet their physical and emotional needs.

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If we sift out the constructive and destructive influences of which this material gives us a picture, we find, over and against the strain, frustration, isolation, constraint of the fledglings from industrialized economically insecure or suburban well-to-do families, certain recurrent echoes of healthy family life. We find them in the records of the children from the Tennessee hill country, from Chinese-American families, from Bulgarian-Italian families; in other words, we find healthy family life in those groups whose own tradition of warm family living has not yet been poisoned by the drug of "status" and of economic worry, or shattered by patterns enforced by adjustment to factory and mill or office life. It is important for us to recognize these springs of vitality and sources of warmth in family experience and to encourage such families not to let zeal for American patterns of behavior and manners squeeze out the sap of emotional life that is basic to healthy, emotional development of children.

It is important to recognize that the hickory stick, the slap, the spank, may be an incidental matter to a child who feels secure and deeply rooted in family life. Parent education which substitutes a selfconscious rationality, minus spankings, for the spontaneous vital warmth, including spankings, of naive parenthood, probably does not help children. We need to appreciate and encourage rich family life and parent-child relations as a basis for emotional development and pause twice before we impose on them an artificial objectivity in our zeal for educating parents.

If this is the picture of the soil for emotional and social development, as teachers we naturally ask, "What possibility is there for change in children whose emotional development has begun in settings of strain and pressure?" These records of children in widely scattered nursery schools give us a basis for considerable optimism regarding the flexibility and resilience of the child, and the therapeutic possibilities of nursery experience. Here are a hundred and fifty records of children—shy, aggressive, destructive or withdrawn — who changed, often in deep ways over a period of a year or two in nursery school. At this age level, development, education, and therapy are or can be the same thing under the direction of the good parent or teacher or social worker.

Let us look at some of the patterns of change in individual children to see what can be expected, and then analyze the therapeutic aspects of the nursery school which contribute most to sound emotionalsocial development.

#### Patterns of Change

In summaries of case studies of children (approximately one hundred and fifty collected over a period of years), certain outstanding types of sequence in changes are evident:

Shy children who become socially at ease,

often solitary, quiet at first.

Shy children who become aggressive, teasing, proud, swashbuckling, swaggering or domineering. This type of shyness is apt to be more than mere passivity and quietness at first; it is an active self-depreciation, involving deeper ego feelings or anxiety.

Shy, resistant, non-cooperative children who become markedly independent, self-reliant, cooperative. This is a sturdy type; they want to come across in their own good time.

Shy, dependent, clinging children who become protective, comforting, helping others. These children are apt to form mutual protective associations wherever they go.

Shy, friendly, imaginative, humorous children who often become gay, dramatic leaders.

While the majority of records described changes that started with initial shyness, a large number also described changes that started with initial aggressiveness. These, also, fall into different patterns. Among the chief differences were those between:

The aggressive, blustering, show-offy child

who becomes affectionate, social.

The destructively aggressive child who becomes creative and original.

The scattered, aggressive, disorganized child who becomes more focussed as he relaxes.

These patterns illustrate dramatically how different the same superficial sort of experience may be for different children: Adeline was a shy, reserved little girl who made no contact for months but stood watching other children. When she began to be spontaneous she showed intimate, detailed familiarity with the whole range of activities of the group, indicating that her apparent shyness was chiefly a period of drinking in, of getting her ideas clear before she let go. Slow orientation time rather than anxiety or other emotional preoccupations was the basis of her shyness. "Jumping in" children may be more flattering to the teacher, but "drinking in" children may show unexpected richness and creativeness later on.

In contrast, Alec, also very shy, began to be very aggressive when he first let go so that it seemed legitimate to think of his shyness as a real inhibition tied up with anxiety about his aggressive inclinations.

Mary Jane and Heidi were two little girls who both seemed matter-of-fact and well-adjusted with an objective interest in things around them and a capacity to explore the world of nursery school fully. The difference between them appeared only when we saw Mary Jane crying violently, kicking, and screaming when frustrated. That is, her initial objectivity was a way of making contact with a new situation and when she was basically more secure, she proved to be a much more emotionally explosive little girl. Heidi, on the

contrary, took her frustrations more casually, showing that her objectivity was really rooted in a capacity to handle troubles flexibly as they came along.

By and large it pays to be suspicious of a "matter-of-fact" three-year-old. The age of three is a time when a child has a right to have emotions—he has only recently acquired his sea-legs, language is still being acquired with startling rapidity, new discoveries in the world are being made daily. The child who goes through all this without due emotion is missing as much as the person who marries without love. Few three-year-olds have a right to be unemotional; when they are completely matter-of-fact, it is worth asking whether this isn't a specious and external "adjustment."

The differences which we saw in sequences of aggression also have different roots. Charles' aggression seemed to come from a primitive steam-roller confidence in his right to carry out his own purposes regardless of other children's needs, a bumptious, creative, healthiness that had not yet accepted any responsibility for others. In contrast, Albert's aggression was sporadic, compulsive, coming out explosively after special strains and appeared to be a working off of aggression which he had experienced from adults.

Patterns like shyness, aggression, and objectivity can only be understood in terms of what they mean for the child; what they tell us about his inner self, about the immediate feelings and persistent needs from which behavior springs. Again and again these records describe changes in children's behavior not due to external pressure but due to changes in the child's feeling about or orientation to home or school.

Similarly, specific aspects of behavior such as lack of coordination, thumb-sucking and enuresis disappear without any direct treatment at all. No verbal suggestions, habit-training efforts, or disciplinary measures were involved in a number of cases where these patterns were dropped. They can often be seen as adaptive reactions of an insecure or frustrated child which yielded to socially acceptable patterns when his relation to the social group became a happy and released one. This conclusion from your own records fits in with what we should expect when we look at the child—as Goldstein's little volume, The Organism, suggests — an organism making a response to a satisfying or frustrating, a comfortable or insecure situation.

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or kEach child has his own pattern of maladaptive reactions and these are often related to basic patterns of needs for satisfaction. For example: Susan spent most of her first two months at nursery school sucking her thumb. Apparently she was not much interested in the large muscle activities and apparatus of the playground. When we explored her interest further we found her very responsive to small furry animals, finger paints, cold cream and "goosh-goosh" materials. When she had adequate opportunities for play with sensory materials satisfying to her, thumbsucking disappeared.

In other words, socially undesirable behavior or behavior that we call regressive may be simply the only available satisfaction in an area important to the child where other possible satisfactions are not available at the time. Going further we can see that maladaptive reactions may often be distortions of normal ways of responding: Celia's imaginative flights are exciting to her friends but warn us of the schizophrenic direction a breakdown might take. Ted's posturings suggest that extreme pressures might bring extreme catatonic-like patterns. Don's wild scattery behavior under anxiety could become hypomanic, while Betty's reliance on clear order if carried to extremes could lead to paranoid rigidities.

These are simply further illustrations of the fact that the child as a unique organism does not take on patterns accidentally or arbitrarily. Each child is himself and has his own possibilities for satisfaction, his own ways of responding to strain. Unbalanced emphasis on values already channeled is the usual reaction to deprivation. It is probably not far fetched to say that if you have an adequate picture of the area of a child's deepest pleasure and spontaneity and the pattern of his response to anxiety or frustration you can make a good guess about the circumstances and direction of breakdown if pressures of life become too great.

#### Conclusion

The essence of what I have been saying is: (1) Contemporary culture has created a situation which contains many intrinsically unhealthy elements for young children; (2) good therapy and education in nursery years will be concerned with the basic self of the individual child; it will help him to find ways of relating his own special satisfaction to his social groups. This means understanding what is going on in the child, what he is going through, and what are his wants and needs.

I have seen teachers who have this understanding of the individual child. I have seen good teachers reassure Judy while she slowly gets ready to blossom; try out some warm hugs that might drain Peter's blustering aggression into affection; let Anne find a mud-hole for "gooshing", and give Ted a real job that will make aggressive demonstration of his power unnecessary.

We cannot decree here that parents have shorter working hours and dependable incomes so that they will have more time and energy to bring up the next generation of children, but we can try through experiences in nursery education to give the child continuity in relations with adults; tenderness, joy, understanding and guided freedom, and give him opportunities to grow in his own terms.

# The Whole of Childhood

#### SOME SUGGESTIONS FOR RESEARCH

"The whole story of child development has never been told, nor will it be until the children in the middle grades receive their share of attention; until at least as much is known about them as is known about the preschool child, the primary child, and the adolescent." Mr. Witty of Northwestern University and Miss Parker of New York University present here some areas for research and study where the needs of intermediate children are most acute and insistent. They suggest that the middle grade teachers assume responsibility for this research and for sharing their findings so that others may be made aware of existing conditions and of the necessity for a more comprehensive view of child development.

TEN YEARS ago a brief inquiry was sent to several teachers in various parts of the United States to ascertain whether they believed that the needs of younger or older children were being served better by our elementary schools. Letters were returned reporting and deploring the relative backwardness of education in the later years of childhood. "The intermediate grades remain an unexplored and uncultivated area in most schools . . . in striking contrast with the primary school below and the junior high school above."

Pressed to explain what they meant by an "unexplored and uncultivated area", these teachers cited the lack of research and the consequent paucity of reliable help for teachers and parents of children in the intermediate grades. It seemed that organizations and foundations had given primary attention to the problems of the young child or the adolescent, and no other groups had appeared whose major interest centered in the intermediate school child. There were reported, however, some notable gains by teachers who had achieved independently a keen knowledge and sympathetic understanding of children's needs, attributable in part to applications which they made of pertinent research findings in early childhood.

Five years later, another group of teachers was discussing school practices and problems in the intermediate grades. They reached similar conclusions, indicating several handicaps which appeared to account for the lag in the educative process at this level—first, lack of thorough studies of behavior and development of children in the middle grades; second, inadequate preservice teacher education; third, limited in-service supervision, and fourth, no professional organization or educational periodical devoted specifically to the nature and needs of school children of these ages. Consequently, little direct help was continuously available.

Another inquiry relating to the needs of teachers was made last year, and the returns show that the middle school is still a neglected area. Complaints similar to those voiced previously were expressed by teachers who felt that the neglect was now even more apparent and regrettable than it was a decade ago. These teachers were well aware that recent research on the young child has been unusually productive,

and that abundant, varied, and useful data have been obtained from thorough investigations at the junior and senior high school levels.

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Clearly, then, there is need for research in the middle grades and for sources of help for the middle grade teachers. By whom can this research best be made? By what means can responsible persons and agencies be made aware of existing conditions and of the necessity for a more comprehensive view of child development?

The practicality of a venture in cooperative research by the middle grade teachers themselves has appealed strongly to a considerable number of them. In fact, some have asserted that their own efforts might mark the beginning of a more fruitful era in child study. Recently completed studies<sup>1</sup> by classroom teachers have proved very helpful and have given some promising leads into areas for research. Some of these areas, it appears, are already rather clearly delimited; the five which follow are repeatedly emphasized as constituting insistent needs: (1) developmental studies of the life and growth of children in the middle grades; (2) investigations of children's interests, activities, and problems; (3) studies of creative expression; (4) experiments with free reading programs; and (5) studies of "democratic atmospheres" in teaching and learning situations.

#### Developmental Studies of Life and Growth

"One of the reasons why the study of human behavior has progressed so slowly, why it has not yielded more fruitful application in education, in family life, and in child care, is that the findings in this area have been so widely stated as generalizations without descriptions of the experiences which underlay these generaliza-

tions." 2 This statement certainly applies aptly to the intermediate level where outmoded generalizations concerning child development persist and new generalizations are infrequently tested. What teachers need, but seem unable to find, are reliable portrayals of the growth and development of middle grade children. These descriptions should encompass the child's physical development and health, his social adjustment and relationships with other children, his growing capacities to comprehend the world of ideas, persons and events, and his understanding of himself as a member of a society of persons and events.

These considerations assume unusual significance, since many modern teachers believe that the chief end of the educative process is the development of happy, well-oriented, socially-competent personalities. In order to attain this outcome teachers must have not only an understanding of children's growth and development; they require also an intimate knowledge of the problems which each child encounters. We have already indicated that adequate guides for teachers seeking such data are lacking; there were, however, a number of exploratory efforts reported by teachers which deserve further consideration. Some teachers were using an "I wonder" box in their rooms, and in it children deposited questions which reflected their personal and social problems. Other teachers were recording and evaluating observations made in the home and on the playground in their efforts to obtain an appreciation of each child's needs. Adaptations of various checklists were being used by some, while others were employing items from printed inventories of activities and interests. It was clear that these scattered efforts might profitably be assembled, evaluated, and incorporated in a useful outline for child

<sup>&</sup>lt;sup>1</sup> Two recently published volumes are illustrative: Ferebee and others, They All Want to Write, New York: Bobbs-Merrill, 1939, and Their First Years In School, prepared by Lorraine Sherer, Los Angeles: Los Angeles County Schools, 1939.

<sup>&</sup>lt;sup>2</sup> From the introduction by Daniel Prescott to Parents and Children Go to School by Dorothy Baruch, New York: Scott-Foresman and Company, 1939.

study in the intermediate grades.3

A cooperative project in the use of this outline might enable teachers generally to achieve a better understanding of children's developmental patterns and needs. This effort might lead to the formulation of schedules of growth which would offer valuable cues in making and evaluating the curriculum, and they might provide the basis for the development of curricular materials which are greatly needed, but which at present are unavailable. For example, the understanding of the entire area of sex, parenthood, and procreation presents a series of persistently disturbing experiences to children in the middle grades. Yet the teacher has access to very little helpful material for children on this level. Because we demand conformity or restraint without proper opportunity for learning, and because we ignore, suppress, or refuse to deal with simple questions in these areas, children often develop prolonged anxiety, or recurring feelings of guilt, or deep unhappiness. "In so far as nursery schools and other schools can provide children with an understanding and wholesome attitude here, we can see how the education of children may change our whole culture, for undoubtedly our culture is warped and distorted by our inherited traditions of uncleanliness, obscenity, and wickedness in regard to sex." 4

It is abundantly clear that the task of helping children understand themselves is a problem which requires not only expert guidance in the nursery school and at adolescence, but in the middle grades as well where our information is regrettably meagre. Similarly, other problems of life and growth, whose consideration is frequently deferred until adolescence, have their origin in the early years where they should be studied and treated. Constructive work in many of these areas depends in large measure upon the accumulation of more accurate knowledge than is at present available on the maturation of the intermediate school child. Knowledge in this entire realm can be enriched greatly by the cooperative research of teachers.

#### Investigations of Children's Interests, Activities, and Problems

Many times, these teachers in the middle school have inquired: How may we obtain data concerning children's interests, attitudes and emotions which will assist us in understanding their needs? A few discussions yielded suggestions that seemed to hold unusual promise.<sup>5</sup> A systematic approach was invariably recommended for obtaining, recording, and evaluating information of this character, and a variety of specific methods were being used; among them, the inventory and the check-list were most often designated.

One interesting attempt to obtain such data involved asking children to check from a comprehensive list those activities in which they had found greatest pleasure, individual satisfaction, and worth during the previous week. After the children had checked the list, the teachers inquired whether they had had an opportunity to discuss or present these problems or interests in school. It was found that their important affairs were often ignored or neglected. For example, one teacher reported that in a class of thirty-two children, twenty-nine indicated that they had been given no opportunity to communicate their dominating interests to their classmates. Neither the oral nor the written work had provided adequate opportunities for wholesome and normal social interchange. It was agreed, however, that in-

<sup>&</sup>lt;sup>3</sup> Adaptations of Baruch's Check-list of Problem Behavior of Preschool Children; the Witty-Kopel Inventory, and the study guides developed by Rose Alschuler and her associates are examples.

Frank, Lawrence K. "The Fundamental Needs of the Child." Mental Hygiene, July, 1938, p. 366.

<sup>&</sup>lt;sup>6</sup> Interest inventories by Witty and Kopel or Hildreth were being utilized profitably. Cf. also Leary, Bernice E. "Adjusting Books to Children's Interests and Abilities." Recent Trends in Reading (Edited by W. S. Gray). Chicago: University of Chicago Press, 1939.

vestigations should be directed toward ascertaining the nature and the extent of significant child experience. Patterns of behavior thus assembled should be evaluated and used, when they are deemed worthy, as leads for stimulating wholesome activity in school.

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The crucial need at present seems to be a knowledge of the interests of children in a variety of situations and a study of the ways in which the curriculum may be enriched by such information. Certainly this is an area in which the cooperative efforts of teachers may prove of great individual and social worth.

#### Studies of Creative Expression

We recognize the need for encouraging creative pursuits in a society in which opportunities for spontaneous expression are few. Even in our recreational and avocational life, we tend toward passive rather than active behavior. Thus, the favorite leisure pursuits of young people and adults include listening to the radio, riding in an automobile, attending the movies, watching sports, and other second-hand play or recreation forms.<sup>6</sup>

The process of standardizing our leisure has been aided and intensified by industry and business; the impact of these forces has influenced and patterned the life and thought of the home, the school, and the community. These forces are especially strong in their effect during later child-hood, when there is need for the stimulation of many interests and the encouragement of expression in many art forms.

There are clearly demonstrable values which accrue from a diversified curriculum which is rich in opportunities for creative expression. Not the least important of these is its worth in fostering mental hygiene. In fact, the hygienic values of creative expression are being emphasized by analysts

and educators alike, and advance has already been made by incorporating creative activities in the curriculum of the modern school. There is need for study and description of the situations which encourage expression and foster growth in the arts in order that teachers may be offered guiding principles in undertaking, developing, and evaluating various projects in different artforms.

At present, teachers in the middle grades have recourse only to a very limited body of helpful information in this important area. Moreover, there are a number of unfortunate practices which preclude progress. It is well-known that expression in the arts and crafts should not be curtailed or modified as sharply as it often is when children go from the primary to the middle school. Three kinds of restraint tend to inhibit the creative and constructive powers of boys and girls at this time. The first hindrance is caused by premature emphasis on narrow standards of form in graphic arts or crafts which leads many children to feel that their crude products fall short of desirable standards. The second obstacle is the lack of opportunity for children to experiment in the acquisition of technical skills. The third limiting factor is the detachment of arts and crafts in lessons apart from central interests and activities of the group.

When children are freed from these restraints, it is noteworthy that their expression maintains the individuality characteristic of early childhood; moreover, when these restraints are removed the quality of the children's expression improves whether the channel chosen by a particular child is graphic arts, handicrafts, dramatics, language, or music. Teachers and pupils in the middle grades need stimulation, encouragement and enriched opportunity in the arts and crafts. Descriptive studies of the ways in which these conditions and opportunities are being offered in different situa-

<sup>\*</sup>Cf. Chap. I in Witty, Paul A. and Skinner, Charles (Editors). Mental Hygiene in Modern Education. New York: Farrar and Rinehart, 1939.

tions would stimulate further developments in this important area.

#### Experiments With Free Reading Programs

The reading of boys and girls in the middle grades should be extensive and purposeful, as they seek information vicariously to enrich their understandings and deepen the satisfactions accumulating from direct experience. In the central library or in the classroom of the modern high school. adolescents usually are able to find satisfying and appropriate reading matter. In primary rooms there is customarily a collection of attractive books and printed materials for the vounger children. However, in the middle grades, reading matter often is less extensive, although the expanding needs and developing interests of boys and girls in these grades require access to a greater variety of reading sources. In fact, this period is second to none in significance for, although reading habits and skills are already well-established, their maintenance and development are achieved only through extensive and satisfying reading experience.

The teacher's need for stimulation, counsel, and assistance in guiding the reading process becomes acute in the middle grades. For it is well-known that beginning at various times during this period, the amount of voluntary reading shows a noticeable decline — sometimes at age eleven, but more frequently at twelve or thirteen. It is indeed a formidable undertaking to attempt to make reading so satisfying and worthwhile that it will compete successfully with more popular leisure pursuits such as radio listening or movie attendance.

Unfortunately, teachers have great difficulty in obtaining help or counsel in facing this problem. For few extensive reading programs have been described which offer useful suggestions at this level. However, in a recent survey, teachers have emphasized once more their need for detailed descriptions of free reading programs developed and evaluated in different situations.<sup>7</sup> In addition, they expressed a general desire for treatments of basic principles, procedures, and materials underlying effective free reading programs for these grades.<sup>8</sup>

Because of the importance of extending and enriching direct experience through reading, and because of the significance of the child's satisfactions at this time in establishing permanent interests in reading as a leisure pursuit, it was felt that free-reading in the middle grades should be made the focus of a cooperative teaching and research project in which procedures and materials would be developed, exchanged, and experimentally tested.

#### Studies of Democratic Atmospheres

The potentiality of children in the middle grades for acquiring social adaptability is great. Egocentric tendencies decrease and social competency develops rapidly under favorable conditions on the playground and in the schoolroom. These developments reflect the significant role which shared experience may occupy in children's well-rounded development. This emphasis on democracy is not an adjunct to the school program; it is a central factor in an educative process which seeks to foster and maintain a democratic way of life. Children should be encouraged to plan, recon-

There are, for example, no published evaluations of free reading in the middle grades comparable to LaBrant and Heller's An Evaluation of Free Reading in Grades Seven to Twelve, Inclusive. Contributions to Education, No. 4, Columbus, Ohio; Ohio State University, 1939.

No. 4, Columbus, Ohio; Ohio State University, 1939.

\* This need has been much more adequately met in the lower and in the higher grades. For example, for the secondary school teacher, Rosenblatt's Literature as Exploration, Zahner's Language in General Education, and Lenrow's Guide to Prose Fiction provide philosophical orientation and practical help. These books are published by the Appleton-Century Company for the Progressive Education Association. The primary teacher may obtain direct aid from the publications of the Association for Childhood Education which deal with all phases of theree R's and child development, science, music, art, books, grouping and promotion, reading readiness, sources and uses of inexpensive materials and work-books.

\* Cf. K. Lewin. "Experiments on Autocratic and Demo-

<sup>&</sup>lt;sup>8</sup> Cf. K. Lewin. "Experiments on Autocratic and Democratic Atmospheres." Social Frontier. (July 1938) 4:316-319. Witty, Paul A. "Motivating Creative Expression Through Writing." English Journal (March 1940) 29:186-197.

struct, and interpret their experiences as they seek goals that are essential in effective group life.

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The values of a democratic atmosphere for learning are numerous and varied, and they may be found in every area of learning. They are well-illustrated by Were We Guinea Pigs?, a record of the 1938 graduating class of The Ohio State University Experimental School. In this volume, an entire group of students describes, explains, and evaluates a progressive school. One of the most important values of this type of learning situation is the growth of intelligence which it engenders.

Growth of this kind is disclosed in the volume just cited; it is exemplified also in Their First Years in School, and in They All Want to Write, recent volumes which describe educational aims and the ways in which these were realized by children and teachers. It should be noted that the latter volumes are limited to the early elementary grades, and that the former deals with adolescents. Undoubtedly, there are many schools throughout the country in which the work of middle grade children is similarly distinguished. It would prove of

great value if these superior teaching and learning situations were described with clarity and precision, and the results made available to teachers generally.

The whole story of child development has never been told, nor will it be until the children in the middle grades receive their share of attention; until at least as much is known about them as is known about the preschool child, the primary child, and the adolescent. Five areas for study wherein intermediate teachers themselves may take the lead are suggested here as the first step toward filling in the gap. The second step involves finding a clearing house through which teachers in the middle grades may exchange their views and experiences, through which they may approach new problems and emerging issues, through which the detail and continuity essential for sound educational planning may be perpetuated. Many individuals have taken this second step by becoming members of already existing organizations and through participation and cooperation have expanded both their own and the organization's horizons to include a more comprehensive view of child development.

### Incident in Daffodil Time

MY FRIEND David and I sometimes walk through the park on our way to school, where I preside in an upper class and he leads a stirring life in the first-grade room.

"See my daffodils," he nodded proudly one day at the hundreds of golden beauties glowing in two rows down the parkway.

"See my daffodils," with a firmer accent on the "my."

"Yes?" said I politely.

"Well, they really are my daffodils. They belong to the Public, and of course you know I am the Public."

"That is very true," I admitted.

"But I don't pick my flowers," with an arch look at me. "I don't pick my daffodils, because the rest of the Public wouldn't have any then. I am not all of the Public."

"What a good idea!" I said. "Where did you get that idea?"

"Oh," with a superior air, "we dis-dis-cuss these things in my school."—Agnes Ballantyne, Xenia, Ohio

### Child Art As Real Art

Mr. Isaacs discusses the art values in young children's paintings and points out that adult artists struggle to achieve these same values. Mrs. Isaacs describes certain principles she has learned through teaching art to young children. Both authors stress the importance of teacher appreciation of the young artist's efforts. Mr. Isaacs is director of the School of Art at the University of Washington, and Mrs. Isaacs is a teacher in the Helen Bush School, Seattle, Washington.

IT WAS ONCE a thought current in elementary art education that the very young child uses drawing more as a matter of practical language than as art, and that aesthetic interest appears later. The time when this change of attitude takes place has been set at various stages. It has been assumed that at this point the pupil ceases to draw freely and without self-consciousness and becomes critical, dissatisfied and timid. Unless his work is of such quality as to receive considerable praise and set him off from the mine run of the class he is likely to rationalize himself into the conviction that such efforts are for children younger than himself, or at the best for girls if the pupil happens to be a boy, whereupon he wants to wash his hands of the whole matter. On the other hand, if special ability seems to be appearing, bringing praise and prominence, then renewed enthusiasm and application are likely to occur. When that happens the problem of the teacher is much simplified as far as that pupil is concerned.

To accept this conception of the prog-

ress of child art as a foregone conclusion is to leave the whole problem in a rather unsatisfactory state and tends to throw the art teacher into a fatalistic manner of thinking. It also presupposes that the work of the early grades may as well be taken lightly in so far as real art is concerned, and that drawing is to be regarded as a kind of temporary picture-writing. Perhaps such an attitude on the part of educators is less prevalent than it once was. But one has heard it in many quarters in one form or another. Whether or not this principle is justified may well be open to question.

There are extraneous reasons why a child may become intimidated in the practise of drawing and painting. The attitude toward such "frills" which he encounters on the street and at home, particularly in America, is enough to cool his ardor more rapidly than the realization that he no longer needs drawing as a sign language, or that he is not leading his class as an artist.

If proper regard is given to age differences in the choice of the technique of teaching, there is no apparent reason why the drawing of the child should not, after the time of his first wig-wagging of the pencil, be studied as valid and serious art expression. There would still be a place for his drawing to be used as picture writing. His work could then function, as it does with adults, sometimes as an aesthetic act and at others as a useful tool, or perhaps both at the same time. That is as it should be. Too often the emotional experience of art has been confused with its social usefulness.

#### Qualities of Child Art

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There remains much to be done in studying the drawing and painting of children in the light, not only of childish expression as initial to what is to come later on, but also as genuine art, true and sound, and worthy of serious respect. To make an appraisal in such fashion we need a recapitulation of all our knowledge of the most advanced art today as well as that of antiquity. In fact the most light will come from a study of the work of the modernist and that of prehistoric man.

Why is it that the great modernists such as Matisse, for example, have found inspiration and material for emulation in the painting of children? Not because they found therein a way which would lead to sensational newness, but rather because they realized that the child retains certain features of true art which are usually lost when the formal training of the elementary and secondary school and the academic discipline of the art schools have taken their tolls.

But what are these qualities? Are they the products of freedom and carelessness; mere lucky accidents? Are they to be achieved by the discarding of thought and effort, by being playful? Obviously, this is not the case. On the contrary, in the work both of young children and of advanced artists art comes through thoughtful effort. In children the span of sustained thought is brief but it is serious as far as it goes.

As an example of growth in the command of art form we might observe the development of one child. This particular case illustrates the development in aesthetic expression that can happen when events are allowed to take their course without interference.

Joan was a normal child with a high degree of intelligence. As soon as she was able to use a pencil she would install herself in the center of the living room floor, equipped with crayons and paper. Her first drawings were true to the general rule of scribbling. Horizontal sweeping of the crayon back and forth gave the wellknown effect. But as time went on the forms began to show meaning. And there were two kinds of meaning-factual and aesthetic. The first was the usual childish representation of houses with smoke pouring from the chimney, crudely indicated men, animals, gardens with flowers-all the familiar things that children inevitably draw and showing, as time went on, the increase of skill and understanding that was to be expected.

It is, however, in the other phase of the work that we are interested. Aside from the likeness to natural forms, what kind of shapes did she choose to make? The answer to this question is of the utmost importance because it must be recalled that children often create non-representational forms, just designs, or what is usually called abstract art. This kind of expression appeared early in Joan's drawing.

The types of her abstract art fell into two classes—pattern making and structural space division. In the first case a form was repeated, making a surface design and covering an area with no definite limits in extension, like a wallpaper pattern or the stars in the sky. Structural division of areas is of far greater aesthetic significance. This means organization and leads into the fields of painting, sculpture, architecture, and all forms of structural design.

It is precisely in this regard that the art of children is of particular interest to mature artists. Children show surprising skill in handling space division, whereas untrained adults are regularly stupid. The child tends toward variation and the adult

<sup>&</sup>lt;sup>1</sup> The art of the small child is valid more in isolated pieces than as a progression. Usually, work already done seems not to be a starting point for the next as would be expected in the work of a genuine artist. Andre Malraux (Verve, December 1937) says, "The child is not an artist, though he is often 'artistic'; for he is controlled by his talent; he does not control it."

toward monotony. Ask any adult to draw lines dividing a square, observe the results, and you are likely to find a dull repetition of squares within squares. The average person having drawn one line is prone to draw others like it, not knowing why. But it is quite otherwise with the child of the kindergarten. With the first line he divides a space into two unequal parts. Then, one of the parts may be subdivided. One section may be filled with a given pattern, while other areas are given some other kind of specialized treatment. When color is added it is almost invariably used to contribute to and not detract from the variety and strength of the structural order.

The analogy to nature and all growing organisms is obvious, and it requires only a bit of fancy to imagine some associations with ways of living and social organization. Dominance and subordination, division and subdivision in grouping form the basis for many kinds of organization. Equality and unvaried repetition are not characteristic either of growing forms or of social institutions.

In the instance of the child, Joan, pattern making came after the making of structural spaces. This fact may have no special significance but it would be a stimulus to speculation if the more profound elements of art were the first to be expressed through childish intuitions.

Other worthy qualities of painting are to be found in child art, such as rhythms, strength of line and, in general, a power due to simplicity of effect. Kindergarten children almost invariably show unusually good judgment in choice and arrangement of colors in their designs. Often their colors are somewhat barbarous but always vivid and thrilling as well as judiciously placed. Children are less prone to fall into the error of using too many kinds of color in one design than are adult artists.

#### The Teacher's Contribution

If we are to regard the art of the young child as an aesthetic expression it does not follow that we must make any radical change in our method of teaching. Certainly it does not follow that we are to attempt formal art teaching or the setting up of aesthetic standards. Such procedure is perilous enough even with adults. The evils of academic art training are well known. Originality and the spirit of creativeness have fallen in great numbers before the onslaught of academic art principles laid down to support fixed standards. One of the remarkable features of child art is that many of the formal values for which the adult artist strives are given forth from the infantile brush in some direct and intuitive manner which we cannot possibly understand or imitate. For the art teacher to attempt to deal with such matters in directing the kindergarten child would be indeed presumptive and might conceivably cause the child to regard our inept efforts with toleration only.

For the adult artist some more or less systematic and rational method is necessary if he is to recover a grasp of the free and vigorous expression which he has long since lost under the discipline of the schools and in the routine of rational living. The deadly tendency to monotony and repetition have steadily narrowed his imaginative powers until he stands a victim to some compulsion which he is unable to resist so that he paints colors and lines which are in no sense the result of his choice and which are expressive of an uninspired machine which the demands of modern living have built up within him.

It is not to be assumed, of course, that the art of the child is a complete art or that it is able to stand on its own legs in comparison with what may be called professional art. It is only that great art always embodies certain conceptions which are native to the child, and they must, of course, be incorporated with other features produced by the developed adult to which the child could not possibly attain. Probably these qualities of true art which appear in the work of the child are more to be obeseved and enjoyed by the teacher than to be featured in teaching. But a great deal of skill and knowledge are required if one is to be able to identify them. To be appreciative of them and to give praise where it is due is the greatest service which the teacher can render to the young artist.

#### Principles of Art Teaching

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I have learned much more about art from children than they have learned from me. Not only have I seen and felt the real qualities of art in their work but I have learned what methods to use or not to use in encouraging them to express themselves and to create something original. I know a little more about when to keep hands off and when to make suggestions; when to give a child perfect freedom to tell something of his own thoughts and when to help him find something to express. On the other hand the longer I teach small children the less I know about methods and the fewer theories I have. My teaching of art has been limited to children of four, five, and six years of age and some of the technique applied in these age groups would not be the best for older children. Even the six-year-old begins to lose some of the perfect confidence in his own ability and the imagination that make all things real and possible. Hence he frequently needs more suggestions and more group motivation and inspiration from the outside.

After observing children in various situations these principles seem rather well established in my own mind:

1. The child's first ventures into new fields of art should, as far as possible, come from his

own initiative and interest rather than from pressure from the teacher. For the best results the child should be in the mood for art, a subjective state that may not conform to a set program. For many children the stimulation of materials and equipment at hand is sufficient to inspire them to action. Other children need time for adjustment to the group and new surroundings before they feel the urge to express themselves through a new medium.

2. Aside from a few practical suggestions there should be very little *teaching* of the beginner. Certain suggestions of technique in the use and care of paints, brushes, and clay should be given in the beginning to prevent the formation of bad habits. Some of this instruction can be given to the class as a whole but individual reminders and help will be necessary, too.

3. Children naturally and instinctively express themselves in abstract art form calling it a "design", a "pattern", "just a pretty thing". Or to them it may have subject and meaning while to the adult it is purely abstract. It is a mistake to think that the small child always tells a story or illustrates some event in his drawing.

4. Most of the child's art is personal and individual and is developed best by individual suggestions rather than by group teaching and set problems with all the children doing the same thing.

Certain children have a wealth of thought material and all they need is the opportunity to express it. Others have something to express but are inhibited and timid about letting others share it with them. They must have encouragement and appreciation. Still other children "don't know what to paint" and need the stimulation of other pictures or suggestions. Children very early develop an individual style which should be respected and encouraged. Although they go through the same general stages, the rate of development in art is different in children of the same age. Probably the most difficult task for teachers and parents is to be patient until the child is ready for the next stage, especially if his work seems to the adult to be lacking in content. She wants to hurry him into "making sense". Not until about the middle of the year will the five-year-old group be ready for cooperative projects in art such as the painting of a Christmas mural for the room or the construction and decoration of a house and furniture for the new doll.

5. Art expression has great value in freeing and stabilizing the child emotionally if it is

really free expression and not an imposed task. A child at the beginning of the year may be a sensitive, weeping bundle of fears and inhibitions and in four months a joyous dancing leader whose paintings, modeling, and poetry are appreciated and praised by children and teachers.

6. A great many realistic and conventional features which adults often require of a work of art have little meaning for small children. Proportion, relative sizes, perspective, horizon lines are not of his world and are not in the picture he sees. To insist that the child bring these elements into his work will usually result in the loss of much more important qualities—freshness and spontaneity, good spacing and composition, individuality and charm, beautiful and stimulating color harmonies. To insist that the grass and leaves are always green and

trunks of trees brown (which is not true), that birds are much smaller than the trees upon which they perch, that the sky must meet the earth, is to give criticisms that are deadening and harmful.

The teacher of even small children should have some understanding and appreciation of art values. Too often the teacher's standards for judging their work are based on literal representations and neatness with little understanding of aesthetic values. The child is very sensitive to lack of understanding of the real meaning of his creations and may have the development of his potential abilities checked by this overemphasis on external and (to him) unimportant features of his work. The natural flowering of his aesthetic nature is more vital to his later work than the conformity to set standards.



A section of a cooperative spring mural painted by seven children.

### We Broaden Our Horizons

"NOT ONE nation but a teeming nation of nations," Walt Whitman said of America. Not one teacher but more than twenty-three hundred made the forty-seventh annual convention of the Association for Childhood Education at Milwaukee, Wisconsin, the largest the Association has ever had. The enthusiasm, the interest, and the active participation were so apparent that a superintendent of schools remarked, "If I had known the kind of meeting this was to be, I would have brought every one of my teachers along."

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Oakland, California, has been chosen as the place for the 1941 convention, and the dates—July 8 to 12—should make possible a large attendance. Tentative program plans have already been made, with Evlyn Chasteen as the local chairman in charge of arrangements. Study classes and studio workshops will again be a feature. Surplus supplies from the Milwaukee workshops are on their way to California where they will be stored for use next July. So, before one convention is completed another is planned which perhaps accounts for the increasing success and popularity of the "A.C.E. Travelling University."

Perhaps it is not presumptious to say that the five days of hard work at Milwaukee with brief in-between moments of relaxation opened some doors to the grandeur of the teaching profession of which William Carr spoke in his address at the closing session, "I wish that I could persuade every teacher in an elementary school to be proud of his occupation. Please notice that I did not say conceited or pompous—I said proud. People who intro-

duce themselves to me and to others with the shameful remark that they are just an elementary school teacher or only a teacher of first grade—such people give me despair in my heart, confusion in my brain, and a pain in my neck. Did you ever hear a lawyer say deprecatingly that he was only a little patent attorney? Did you ever hear a physician say, 'I am just a brain surgeon'? I beg of you to stop this miserable humiliating habit of apologizing for being a member of the most important section of the most important profession in the world. You, as teachers, can face anyone in the world without a feeling of inferiority. You should begin now to do that very thing. The grandeur of your profession can, if you will let it, clothe you like a splendid cloak. Pull it around you, draw up to your full height, look anybody squarely in the eye and say, 'I'm a teacher'.'

One thousand dinner guests enjoyed thoroughly Mr. Carr's excellent address on "Broadening Educational Opportunities Beyond Your School." It will be published later in CHILDHOOD EDUCATION.

#### Reading Educational News

The four general sessions were unusual in their quality and variety. Held in the Milwaukee Auditorium they drew large crowds, both convention visitors and townspeople. At the first general session, Bess Goodykoontz, assistant commissioner of education, U. S. Office of Education, spoke on "Reading the Education News from Washington." "Education is in the news," said Miss Goodykoontz, "and holds such a vital and interesting place that it competes successfully even with wars, elections,

floods, legislatures, stock markets, and conventions." She pointed out that not only should we read educational news, but that we should examine the current news for its significance for education—"look behind the headline to see what implications its story has for schools."

Four recent events reported in the newspapers but not headlined as education news were analyzed by Miss Goodykoontz for their educational implications. The first event she discussed was the White House Conference on Children in a Democracy. "What significance is there for education in this conference?" she asked. First, the conference reports offer a technique for studying children, not as learners only but in their total relationships with the complete home, community, church, and school backgrounds. Second, teachers will see in them a means of analyzing and improving their present procedures for personality adjustments. Third, these reports place the responsibility for the improvement of education and child welfare upon the lay public and public service groups.

A second item was the meeting of the Eighth American Scientific Congress under the auspices of the U.S. government. "Such conferences," said Miss Goodykoontz, "are evidence of the strong spirit which exists in this country for knowing our neighbors better, for understanding our community of interests, and for learning to think and plan together. We shall soon have a better understanding of the opportunities for study in our neighbor republics. We shall know what educational offerings the universities of Latin America have in the various fields, and soon we shall have firsthand information from exchange students and professors of the history, the culture, and the current situation in these countries."

A third item—the challenge by one government agency of the right of another government agency to provide facilities for the training and improvement of its em-

ployees-means that this program of employee training invites education agencies to join with government in a public service. It subscribes to the principle of study while you work which teachers have long practiced. It will be worthwhile to watch during the months to come what progress is made in the training courses for policemen. firemen, governors, members of boards of education, and county supervisors.

The fourth item Miss Goodykoontz presented-the National Youth Administration Conference—turned attention to the importance of vocational education and the need for differentiation in the education of boys and girls. "I hasten to state that by this I do not mean that education for boys and girls is necessarily of a different grade. I mean only to puzzle myself and you a little as to whether there might not be some differences, because of the fact that women's activities in adult life are bound to be somewhat different from those of men.'

In conclusion Miss Goodykoontz stated that behind the headlines is education, and that education is and probably will remain one of the headline subjects in American

#### A Lively Panel Discussion

At the Tuesday evening meeting Frank Baker, president of the Milwaukee State Teachers College, opened the panel discussion on "Broadening Educational Opportunities of the Teacher" by stating that the key problem in teacher education since 1930 is that of getting better teachers, that we are not getting them, that teacher education has been too haphazard, and that we are now passing from a quantitative to a qualitative stage of teacher selection and education. A complex social and economic life has been thrust upon us and we can no longer afford to entrust the education of children to teachers who are victims of "methods" education. "If we are ever to be successful in teacher education, we shall

achieve such success only when we exemplify the kind of teaching and life which we want our pupils to exhibit when they take their places as teachers in our public schools," said Mr. Baker.

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Ten panel members then took up the discussion as to how far a tax-supported institution can go in the selection of its students. The taxpayer member of the panel questioned the excessive costs of education and was told that he is getting more for his money today than at any previous time in the history of public education; that the three R's do receive attention, and that free enterprise and individualism are not squelched by modern education. Again he questioned the practices now in vogue in the schools and was asked whether he knew firsthand what these practices are or whether his opinion was based only upon what he read in the newspapers. As to the matter of costs of education he was asked by the school board member of the panel if he scrutinized as carefully other expenditures of money within the community as he did those for education.

"What kind of a teacher are you looking for?" a superintendent panel member was asked. "I want a teacher who knows and understands children, one who can guide them in a democracy," he replied. The word, personality, came in for consideration and the educator of teachers stated, "We worry about personality, measuring it and defining it, yet we all recognize it when we see it. The people who have personality are the people who are doing things."

One superintendent of schools suggested that the term, "animal magnetism", might be considered a quality of personality; that a sense of humor which includes the ability to laugh at one's self, and the ability to inspire growth in pupils and motivate them to want to learn would just about fill the bill of the "teacher with personality."

A question to the taxpayer from a lis-

tener in the audience brought the panel discussion to a near dramatic close: As an American citizen does not the individual have the right to question and perhaps to change the democratic form of government when it fails to alleviate human suffering and cure such social ills as unemployment? Mr. Baker interrupted the ensuing heckling by closing the meeting with the statement that the obligation of the school was to society and not to any individual or organization.

#### Tolerance Is Not Enough

Louis Adamic's address, "Tolerance Is Not Enough," met with enthusiastic response from an audience of two thousand people at the Thursday night general session. "Racial and religious tolerance is not enough to keep the American dream of democracy from turning into a nightmare," said Mr. Adamic. "Tolerance may be nothing but inactive intolerance. It creates a wall between people, preventing communication. Tolerance today is just a veneer for intolerance and therefore a negative virtue."

Mr. Adamic voiced a plea to "make America safe for differences" and to "strive for unity within diversity." Basing his talk on his recent research study and on problems growing out of immigration, he explained that peoples with sixty different national backgrounds and several hundred dialects flocked to this country at the time of the industrial revolution. "Most people are unaware of the immense human wealth this country has, of its opportunity to create a great culture, universal in many aspects," he said. "A powerful stream of prejudice runs through our national life, killing ambition and talent. Much natural friendliness among different racial groups is spoiled by the tendency to be condescending and patronizing. America is still a country in the process of becoming one. Nothing is permanent here but change,

and the mixture of races and religions is a source of much of America's power."

Teachers can guard against prejudice in the classroom and sponsor talks and lectures on foreign backgrounds. "And the public in general must keep an eye on politicians who cry, 'alien', to disguise their own intellectual bankruptcy," he said. "We can eliminate such words as 'nigger' and 'wop'. We can avoid clannishness by mingling with other groups. Above all, we can learn to like or dislike a person on his own merit, not on the basis of his sporting a Mayflower blossom on his family tree. We can train ourselves to be interested in a man because he is different and may have a contribution to make to culture." Adamic criticized the use of the term, "melting pot," in reference to America. "It means we want to turn everybody into something else-with heat. I suggest instead the use of 'symphony' or 'mosaic'. Our first loyalty is to help the individual develop unity within himself. To keep the American dream from turning into a nightmare, we have to wake up every once in awhile."

#### Variety Night

Variety night, planned by the local convention committee as entertainment for the visitors, lived up to its name. Four events presented continuously and simultaneously made a gala occasion of the Wednesday night program. Nancy Mc-Knight and a group from the Milwaukee Department of Municipal Recreation demonstrated modern dances. Motion pictures of children's activities were shown in one of the halls of the Auditorium. A children's drama, "Cinderella,"—a play from the present year's repertoire of the Milwaukee Municipal Children's Theaterwas produced by the Andrew Jackson Social Center Players, and a folk dance festival of Hungarian, Croatian, Russian, Polish, and Bavarian dances with all the color, the spirit, and vigorous movement characteristic of the various groups brought down storms of applause from interested spectators. "And to think that all of this (with the exception of the movies) is a part of a city recreation plan! Why cannot other communities provide such things for their citizens?" was a remark made by one of the spectators.

#### The Publications Luncheon

About five hundred people attended the Publications Luncheon which was held on Tuesday, April 30, at the Pfister Hotel, with Helen Bertermann of Cincinnati presiding. Eloise Ramsey, professor of English education at Wayne University, Detroit, gave the address. Miss Ramsey's subject was "Reviewing Lost Horizons" and since it is to be published later in CHILDHOOD EDUCATION will not be reported here.

The resignation of Dorothy Willy as chairman of the Board of Editors of CHILD-HOOD EDUCATION was announced by Olga Adams, president of the A.C.E., who gave a toast to Miss Willy in appreciation of her long years of service. Miss Willy responded to Miss Adams' toast and introduced Winifred Bain who is to succeed her as chairman of the Editorial Board.

#### The Business Meetings

The two business sessions were well attended which gave evidence of the widespread interest of members in the work of the Association. At the first session, chairmen of national committees who had completed projects reported upon them; officers and staff of the Association interpreted policies, described activities, and outlined future plans of work. At the second business meeting, news from the U.S. Office of Education was reported by Mary Dabney Davis; a report of the world Federation of Education Associations meetings last year in South America was read by Sarah Marble, and a report of the National Association of Nursery Education was

made by Grace Langdon, president of the organization. Helen Bertermann reported the annual February meeting of the National Council of Childhood Education. These reports gave members considerable information and insight into the work and the importance of these groups and the nature of our affiliation and cooperation with them.

The committee on credentials and election reported the election of Irene Hirsch, Buffalo State Teachers College as the new secretary-treasurer of the Association and Mary Leath, primary supervisor in Memphis, Tennessee, as the new vice-president representing primary grades. The 1940 Yearbook will contain a full report of these business sessions, the Resolutions as passed in revised form, and an interpretation of them in terms of a working program for the Association and its Branches.

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This year's program had several innovations but the three which were the most conspicuous were the Information Bureaus, the Interest Groups, and the Interpreters' Workshop. Thirteen Information Bureaus on such matters as A.C.E. Branch Questions, Children's Literature, Home and School Cooperation, Housing, Problems of Current Practices, Rural Education Problems, School Equipment, WPA Nursery Schools, and Writing for Childhood Education were all well attended. They proved to be most satisfactory to convention registrants who had questions on these special subjects which they wished to discuss with someone upon whose judgment they could rely. Doubtless another year will see these Information Bureaus increase in number and in attendance.

On the staff of each of the twenty-three study classes and the studio groups was an interpreter whose task was to write a daily account of the class discussion and activities, prepare a summary report of the threeday discussions, and meet each day immediately following the study classes for a workshop period. The daily reports were used for newspaper publicity and the summaries were mimeographed and mailed from Milwaukee to those who left names and addresses with the hostesses of the study classes. This workshop was an experiment this year which most of the interpreters feel should be repeated, both for the sake of the experience it afforded them in listening, reporting, and interpreting the thoughts and opinions of others, and for the benefit of those who could not attend the convention, yet are interested in knowing what went on in the study and studio groups. Copies of the mimeographed reports may be ordered from Washington for twenty-five cents a copy.

Another interesting feature of the program this year was the Interest Groups which met on Monday—the first day of the convention. These groups discussed problems of the nursery school, the kindergarten, the primary, and the middle school. Officers of the Association conducted them and reported the discussions helpful to those interested in problems and trends specific to these different age levels.

On Tuesday afternoon, the second day of the convention, the Branch Assembly and Forums were held. Members of the national headquarters staff interpreted the work of the Branches and its contribution to the work of the Association as a whole, described plans for future publications, gave suggestions as to how Branches might contribute to them and their improvement, and analyzed the results of a questionnaire study of the Branches with its implications for future plans and programs.

The Branch Exchange will carry reports of these forums.

And so the "A.C.E. Travelling University" moves west in 1941, to continue its program in Oakland, California.

# Book ..

### REVIEWS

CHILDREN FROM SEED TO SAPLINGS. By Martha May Reynolds. New York: McGraw-Hill Book Company, 1939. Pp. 337. \$2.50.

Out of her ten years experience in teaching grown-ups, especially college students, how to study children, Martha May Reynolds has written Children from Seed to Saplings, "intended as a guide to the study of children." The author recognizes that the best way to find out about children is to observe real live children, but "since one must know what to look for and how to interpret what one sees," she includes in her child study not only observation but making notes, consulting records, conferring with teachers and parents, and reading what authorities have found out. The ten chapters and five appendices deal with these various phases and methods of child study.

Because each age of childhood makes its contribution to an understanding of all other ages, the author attempts in eight chapters to cover briefly the outstanding characteristics of all phases of development of all ages, beginning with the prenatal period and ending with the fifteen-, sixteen-, and seventeen-year-olds.

The reviewer cannot quite agree with the author in regard to the audience for which this book is adapted. "This book is addressed to grownups who want to know more about children, and to doctors, teachers, social workers, nurses, and college students." She also states that the book is a combination of textbook, manual, and reference book. To the reviewer these objectives seem to cover an impossibly wide range. Can one hope that any single book, especially one which is very simple in its presentation and very popular in style, will meet such varied needs and serve such varied functions?

To the reviewer Children From Seed to Saplings seems to be a practical and valuable introduction to child study for college students (under-graduates especially), student teachers, teachers whose training in the observation and understanding of children has been rather limited, and parents who wish to take their child study systematically and seriously without wading into technical aspects of the field. It also may

prove helpful to teachers whose experiences with children have been narrowly limited in regard to age range and who seek to know more about children of other ages. Such readers can expect to find in this very simple and readable book an approach to child study which is based upon a sound philosophy and which will serve as a practical, common-sense guide in their initial efforts to observe and study children.-Ethel Kawin, Director of Guidance, Public Schools, Glencoe, Illinois.

EASY GROWTH IN READING. By Gertrude Hildreth, Allie Lou Felton, Mabel J. Henderson, and Alice Meighen. Philadelphia: The John C. Winston Company, 1940.

Here is one of the most interesting and attractive series of readers for the first three grades that this reviewer has seen in many a day. The authors seems to have been highly successful in incorporating the best features of other series and in adding new, significant features.

Reading readiness, one of the big factors contributing to "easy growth" is planned for throughout. The most conspicuous items in the readiness program are the two large introductory books, Our Picture Book, 13 x 18 inches, and Our Story Book, 16 x 20 inches, together with an easel to support them so they may be easily seen by the group. The picture book contains thirty-two pages of colorful pictures full of life and action which the children will enjoy "reading" and discussing. The story book to be used concurrently with the picture book includes practically the same pictures but accompanying them is the authors' interpretation in large type. This book may be used as a substitute for some of the first charts.

Of the individual books which follow there are two for each reading level with an additional one for the preprimer level. Thus individual differences are provided for and a generous amount of easy reading material is supplied. Here, too, each reading unit is preceded by pictures to be examined and discussed before the text interpreting them is read.

The choice of content for these readers has

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been an unusually happy one from the standpoint of children's interests at different age levels. The stories are lively, humorous, well written, and characterized by both sequence and variety. Teachers' manuals, workbooks, and phrase cards accompany the series.

Learning to read should, indeed, be a joyous experience through the pictures, stories and suggested activities which constitute Easy

Growth in Reading .- A. T.

MEN AND TREES. By Joseph Gaer, New York: Harcourt Brace and Company, 1939. Pp. 118. \$1.00.

FAIR AND WARMER. By Joseph Gaer. New York: Harcourt Brace and Company, 1939. Pb. 137. \$1.00.

Here are two books which will be of interest to many upper grade children. As one might guess *Men and Trees* deals with the conservation of forests and the why, when, and how of the United States Forest Service.

In Fair and Warmer the author says, "The weather is always news. And it is news to a greater variety of people than any other item. For it concerns everybody." And so he explains the work of the Weather Bureau.

The material of both books is presented in clear and vivid style and is well designed to familiarize the children with two highly important services of our government.—A. T.

FIFTY FAVORITE LULLABIES. Collected and arranged by Jessie Carter. Illustrated by Christine Chisholm. Racine, Wisconsin: Whitman Publishing Company, 1939. Pp. 94.

Beginning with the traditional "Rock-a-Bye Baby" and ending with "Now the Day Is Over," this is indeed a comprehensive collection of lullabies from many lands. They come from England, Scotland, Ireland and Wales, Sweden and Norway, Germany, Russia, Czechoslovakia, Japan and China. Each song has its appropriate and quite lovely illustration, usually a full page drawing in black and white. The children will enjoy these pictures.

This collection should find a place in the music library of every elementary school.—A.T.

DEMOCRACY READERS. Edited by Prudence Cutright and W. W. Charters. New York: The Macmillan Company, 1940.

The editors of this series of primer and six

readers feel that we as adults take the fundamental principles of democracy for granted and hence do not argue about them. Instead, the tendency is to criticise our institutions in the effort to improve them and it is this criticism which the children hear-"that we do not have complete freedom of the press, full freedom of speech, or invariable rights of assembly." The danger is that the children "gain the impression that we do not believe in these rights in any degree." Hence the Democracy Readers are designed to counteract any such danger by emphasizing "the characteristics of democracy which belong to our heritage and which, if not emphasized, may be accepted with indifference and treated with negligence.'

Perhaps the best way to indicate the types of subject matter used in the readers is to list the book titles in their order: "School Friends," "Let's Take Turns," "Enjoying Our Land," "Your Land and Mine," "Toward Freedom," "Pioneering in Democracy," "The Way of Democracy." The books have been contributed by a different author or authors in every case with the exception of the first two. The illustrations, too, are by different artists, varying naturally in interest

and attractiveness.

These books are timely and will doubtless be of interest to the older children reading them and contribute materially to the realization of the aims of authors and editors. The material of the earlier books seems to this reviewer to lack the interest and thrill which some writers of primers and first readers succeed in getting into their texts. The child characters are almost too good and pliable, the teaching too direct, the moral too pointed.—A. T.

YOUR CHILD'S FOOD. By Miriam E. Lowenberg. New York: Whittlesey House. Mc-Graw-Hill Book Company, 1939. Pp. 299. \$2.50.

Here is a book for mothers and nursery school teachers which is, writes the author, "A rewritten, enlarged, and, I believe, greatly improved version of my Food for the Young Child published in 1934." In addition to the discussion of such matters as forming food habits, feeding during the first two years, food preparation, etc., this later book includes recipes, a few breakfast and supper menus and dinner menus for an entire year. The latter have been developed from a study of children's reactions to food served at the noon meal at the Iowa State College nursery school.—A. T.

# Books ...

# FOR CHILDREN

DANIEL BOONE. By James Daugherty. New York: The Viking Press, 1939. Pp. 96. \$2.50.

As an illustrator and a writer, whatever James Daugherty sets his hand to, comes out with unique freshness and vigor. Andy and the Lion was nonsense and led one to expect better things to come. Good as it was, it scarcely promised so delectable a treat as the author's Daniel Boone. Here is the perfect hero for this artist-author and we think the hero has found a perfect recorder.

This is no text for hot-house babes. There is violence and lusty action in pictures and words. Upper grade boys and girls will find the real Daniel Boone in these pages. The heroic adventures, the outrageous misfortunes that befell the man, the courage that carried him through loneliness, dangers and the ingratitude of his countrymen are all here.

There is a beautiful sweep to this prose that carries the reader along breathlessly. It is not an imitation but has a little of the same lift and urgency that distinguish Sandburg's *Prairie Years*. Daniel Boone is a great story, superbly told for young people.

PETER PEPPERCORN. By Ethel Calvert Phillips. Drawings by Ilse Bischoff. Boston: Houghton Mifflin Company, 1939. Pp. 148. \$200

This year has unloosed a veritable flood of pioneer tales of every place and period. Those for the younger children are all too often thin both in plot and characterization. Peter Peppercorn is a pleasant exception.

The setting is New Amsterdam in the days when Governor Stuyvesant stumped grandly through the streets on his peg leg. Peter Peppercorn and Joanna are real children and the reader soon shares Joanna's terrible anxiety for her little brother, Cornelius, who has been stolen by the Indians. The menace of Indian uprisings is in this story as well as the fairs and festivals and the pleasant home life of the Dutch settlers. There are some exciting adventures before little Cornelius is finally returned. An excellent story for children eight to ten.

DIRK'S DOG, BELLO. By Meindert DeJong, Pictures by Kurt Wiese. New York: Harper and Brothers, 1939. Pp. 296. \$2.00.

One of the most outstanding books of the year is this story of a sturdy Dutch boy and his enormous Great Dane dog. The boy rescues the dog from the sea and the two love each other with complete devotion, marred only by the scarcity of food. Getting enough for the ever-hungry Bello becomes the major struggle of Dirk's life and involves the boy and the dog in a series of escapades that are sometimes hilarious, often pathetic, and finally tragic. At last, resourceful Dirk is beaten. He cannot feed Bello and the dog must be sold. How Dirk and Bello are finally united forever and Bello becomes the honored ward of the town, is too good a story to reveal here.

This book boasts a real hero, who is yet a little boy. Dirk's misguided heroics, his lack of judgment, his absurdities, but above all his ceaseless efforts on Bello's behalf, and his mother, too, are as childlike as they are entertaining. The adults in the book are vividly individualized and we know them well—from the village simpleton to Aage, the Roamer, and Mighty Pier. We come to know the village and the people against the background of the mighty sea, that is both the source of their livelihood and their eternal foe. Here is a fine story for children from nine to twelve.

COLUMBUS SAILS. By C. Walter Hodges. New York: Coward McCann and Company, 1939. Pp. 217. \$2.75.

After reading this stirring tale, Columbus' voyage to America can never again be merely a pallid date. These voyagers and this great leader are breathlessly alive in this fine story. Documented facts are expanded and revivified into a moving record of daring, despair, and triumph. Pictures and narrative are dramatically constructed and make this one of the best books of the year. Teachers can tell parts of it to the young children and older children will enjoy reading it for themselves.

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## THE MAGAZINES

WHAT IS RIGHT WITH THE ELEMEN-TARY SCHOOL? By Edgar G. Doudna. The Journal of the National Education Association of the United States, April 1940, 29:99. Mr. Doudna believes that the changes that have taken place within the elementary school have been largely due to the acceptance of scientific experimentation in the tool subjects and the progress of our understanding of child nature and the learning process. He enlarges upon the progress of curriculum content, textbooks, reading materials, methods of teaching, especially the teaching of reading in the primary grades. Development of social intelligence and appreciations is still an unmet need.

Growth in the elementary school is due in large part to the fact that (1) it has been comparatively free from external pressures and controls; (2) supervision has been accepted as an integral part of its organization and not as something imposed by higher authority, and (3) its teachers have been trained to teach children, not subjects; and to deal with life situations as well as with books. After pointing out some needs of growth and development, Mr. Doudna challenges the elementary school to carry on as "the only equalizer in sight."

THEY CAN WRITE. By Eliza Ann Neal. The Elementary English Review, March 1940, 17:99-102.

To encourage freedom of expression in writing, Miss Neal believes that a teacher must respect the child's ideas and encourage his expression of those ideas through the friendly atmosphere of her classroom. This is a matter of individualized achievement, for no two teachers will go about meeting the problem in the same way. Another necessity for developing an interest in writing is experience through sharing ideas and communicating with one another. Miss Neal suggests that room newspapers often provide such an incentive. Through all struggling efforts, the teacher must maintain an interest in contributions, however meager, and not crush the unsatisfactory attempts of pupils.

Miss Neal places the emphasis upon ideas rather than upon form and spelling, realizing that improvement in techniques of writing will come through practice. Children write best when the choice of topics is individually made.

A HEARING CONSERVATION PROGRAM. By Warren H. Gardner. The American

School Board Journal, April 1940, 100:24-26. Asserting that "hearing losses of children must be discovered early in their development if prompt help is to be given either in forestalling maladjustments or arresting what might become serious and permanent defects," Mr. Gardner suggests ways of setting up programs to measure the degree of hearing ability of children. Finding cases of hearing handicaps is just the first step, however. Follow-up study of these children and readjustment must accompany their treatment by competent physicians. The school must provide supplementary materials and help necessary to compensate for the hearing handicap, such as lip-reading programs. Long-time planning, cooperation, and education of parents, teachers, school officials, social workers, doctors and children are essential in carrying out a program of hearing conservation. A bibliography is included.

A FAIR START FOR THE CHILD. By George D. Stoddard. National Parent-Teacher, April 1940, 34:9-12.

Mr. Stoddard probes the physical, emotional, social and academic areas of child development from the standpoint of the school and the home in discussing a fair start for the child. Among the points of the paper, Mr. Stoddard points out that the schools have demonstrated that much can be done in developing child behavior in terms of adjusting to the group. More has been done in producing healthy, well-informed, well-adjusted children than in improving children's learning. In pointing the way toward emotional adjustment, one point—that of regarding the individual as a personality—stands out.

# Research...

# **ABSTRACTS**

EDUCATIONAL PROVISIONS FOR SLOW-LEARNING PUPILS. By Gertrude Hildreth. Educational Administration and Supervision. October 1939, 25:491-512.

A questionnaire containing 23 questions with regard to existing provisions for the education of dull-normal children was sent to 33 cities with a population of over one hundred thousand and to 24 smaller cities, distributed throughout the country, with concentration in the northeast. Replies were received from all but eight cities.

Only eight of the 52 cities reported that they made no special provisions for dull-normal children. In most of the situations, group intelligence and group achievement tests are used to identify such children. In the majority of school systems, such children are identified during the primary grades. These pupils are generally grouped in classes with others of similar ability, such classes being distinct from those provided for pupils who suffer more serious mental retardation. In very few situations are more than 30 pupils assigned to such a class. The provision of such classes is generally possible only in the larger schools.

In nearly all cases, a differentiated curriculum is provided. This adaptation includes less abstract material and more emphasis on handcraft skills and more individualized work. Lower standards of accomplishment are generally set for the pupils. Comprehensive individual case studies are made in the case of many, but not all, of these pupils. Parents are quite frequently advised regarding the abilities and potentialities of these children. Specially trained teachers are employed for these pupils in about half the situations and carefully selected regular teachers assigned to them in several instances.

The investigator concludes that, while efforts are made to provide for this group of pupils, they appear to be sporadic and temporary in character. She characterizes some of the methods and techniques employed as being superficial. Her recommendation is that individualization of instruction needs to be carried much further and that a more general practice of making comprehensive psychological and social studies of these

children would be desirable. She ends with a suggested list of 32 problems, relating to slow-learning pupils, that need further investigation.

GROWTH IN UNDERSTANDING OF GEO-GRAPHIC TERMS IN GRADES IV TO VII. By T. J. Eskridge, Jr. Durham, North Carolina: Duke University Press, Duke University Research Studies in Education No. 4, 1939. Pp. v + 67.

The purpose of the investigator was to isolate some of the factors and principles which affect learning and understanding of geographic concepts. The method involved the giving of tests to about 800 children in grades four to seven in the public schools of Greenwood, South Carolina. These tests were of five types, as follows: essay, multiple choice, identification, intelligence, and concrete materials. One hundred thirty-five geographic terms secured by examining the textbooks in geography used in the Greenwood schools were included in the tests.

Five principles of growth in understanding are presented: "1. Growth in understanding proceeds through an increase in the number of different kinds of meanings." This generalization grew out of the finding that many children would know a term when presented in a certain way in a certain type of test but would not know it in another context. "2. Growth proceeds through an increase of general information." This may be illustrated by children's reactions to the word continent. Some expressed the idea of body of land, some the idea of bigness, some the idea that continents are composed of countries, and similarly for other meanings and other terms. "3. Growth proceeds through a substitution of basic for associated meanings." Of ten essay responses to the request for the meaning of the word natives, only one responded, "They are people who were born in a place and still live there." The other nine gave some such answer as the following: a black race of people that live in Africa. Other illustrations of the presentation of an associated rather than a basic meaning are as follows: West coast is

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a fishing port near the coast of Norway. Horizon means the colors in the sky which can be seen

just after sunset.

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"4. Growth proceeds through a development of comprehensive meanings." Meanings which lack the desired degree of comprehensiveness are considered incomplete. Examples of these are: Rainfall means the amount of rain which is necessary to raise crops. Altitude means height above the ground. "5. Growth proceeds through a reduction of errors." Errors may be due to the confusion of terms which sound alike, to confusion of position, to an erroneous application of an old meaning or to other causes. The first type of error is illustrated by confusion of navigation with cultivation, export with import, or latitude with longitude. Errors due to confusion of position involve Arctic and Antarctic, meridian and parallel. Application of old meanings led many children to state that a country of heavy rainfall was one that had hard rains. To others, a coal field meant an ordinary field that had coal in it. The author cautions teachers of geography to make sure that the experiences of pupils are adequate for the development of meanings.

# RELATION OF DRAWING ABILITY IN KINDERGARTEN TO READING ABILITY IN THE FIRST GRADE. By Grace

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Phelps. Unpublished.

This experimenter has studied the prognostic value of kindergarten drawings in predicting successful reading in the first grade with several groups of children over a period of years. The children were asked to make four drawings, as follows: a house, a child to live in the house, a pet for him to play with, and a clock to tell him when to go to school. A scale was set up to enable the teachers to score the merits of each of these drawings according to the number of different features or ideas included. It was found that different teachers agreed quite well in their scoring of the same drawing. Several comparisons showed a positive relationship between scores on the drawings and intelligence and also between drawing scores and success in first grade reading determined by teachers' marks. Since the teachers' marks were in many cases merely satisfactory or unsatisfactory, specific correlations were not feasible.

## Are You Going to Summer School?

East coast, west coast, or someplace between, anyone interested in attending summer school will find numerous opportunities. Information concerning courses of special interest to teachers of young children is quoted here from catalogues and announcements sent to this office by the various schools:

The Nursery Training School of Boston announces a summer session from June 24 to August 3, with a variety of interesting and practical courses and opportunity for working directly with the children at the Ruggles Street Nursery School. During the first week of the summer session, students will attend the Regional Conference on Childhood Education at Wellesley College, sponsored by the Massachusetts Association for Childhood Education. For further information address Abigail Eliot, 355 Marlborough

Street, Boston.

Vassar Institute of Euthenics announces its fifteenth annual summer session from June 20 to July 31. Themes for discussion will be child development, family relationships, guidance, conservation of family resources, nutrition, ethical and religious factors in conduct, the world we live in, propaganda analysis, economics for the consumer, and relation between government and the individual. There will be a workshop for the study of personality development, and the twenty-four hour school for children whose parents or relatives are enrolled in the Institute will again be an important feature. Dr. Ruth Wheeler, director, will supply further information.

Merrill-Palmer, Detroit, will offer a summer work-

shop in child development from June 24 to August 1. The program will be planned for both men and women supervisors, teachers, extension workers, group leaders and social workers who wish to gain an understanding of the growth and development of children in the family. There will be a nursery school operated at the school and a farm-camp forty miles from Detroit. Application forms should be requested from the registrar, 71 East Ferry Avenue, Detroit.

Summer courses in child development and parent education from June 8 to August 2 are offered at the University of Iowa. The courses will deal with all phases of child development from infancy through adolescence. Further information may be obtained

from the registrar.

National College of Education, Evanston, Illinois, will hold its summer session from June 24 to August 2. Many interesting and practical courses for teachers of young children will be offered and the Children's School will be available for demonstration, observation and practice teaching. Information concerning the summer program may be obtained from Edna

Dean Baker, president of the college.

Mills College, California, summer session is from June 23 to August 3 with a curriculum planned to meet the needs of undergraduate students, parents, teachers, social workers, and others interested professionally in the development and education of children. Courses center about the problems of personality and learning, and provision is made for independent study in these and related fields. Mary Woods Bennett, chairman of the summer session, will supply further information.

# News . .

# HERE AND THERE

#### New A.C.E. Branches

Dyess Association for Childhood Education, Arkan-

Rock Island Association for Childhood Education, Illinois.

Bluegrass Association for Childhood Education, Lexington, Kentucky.

St. Cloud Association for Childhood Education, Minnesota.

Roosevelt County Association for Childhood Education, New Mexico.

Gastonia Association for Childhood Education. North Carolina.

High Point Association for Childhood Education, North Carolina.

Mayville Association for Childhood Education, North Dakota.

University of Akron Association for Childhood Education, Ohio.

Miami Association for Childhood Education, Oxford, Ohio.

Pittsburgh Association for Childhood Education, Pennsylvania.

#### Election of Officers

Delegates at the 1940 convention of the Association for Childhood Education elected two new officers to serve for two years. Mary L. Leath, Board of Education, Memphis, Tennessee, succeeds Helen R. Gumlick of Denver as vice-president representing primary. Irene Hirsch, State Teachers College, Buffalo, New York, succeeds Beryl Parker of New York City as secretary-treasurer. Further information about these new members of the ACE Executive Board will be given in the September issue of Childhood Education.

Olga Adams, president; Louise Alder, vicepresident representing kindergartens; and M. Elisebeth Brugger, vice-president representing nursery schools, will serve for the second year of their term of office.

#### Study Class Report

A mimeographed report prepared by the interpreters of the 23 study classes held at the Milwaukee convention is available from A.C.E. Headquarters in Washington. Enclose 25c in coin or stamps for each copy of the combined report.

#### 1941 Convention

The invitation of California A.C.E. members to hold the national convention in Oakland in 1941 was accepted by the Time and Place Committee and the voting membership of the Association at the 1940 meeting in Milwaukee. The report of the Committee recommended that the conference be held in the summer of 1941 at a time which would not conflict with the meeting of the National Education Association. Tentative dates are July 8 through 12. Evelyn Chasteen of Oakland will be general chairman of local convention committees. Watch this column for further announcements.

#### A.C.E. Branch Helps Library

In July of 1938 Betty Budlong, wife of the custodian at the El Morro National Monument, Ramah, New Mexico, began the work of providing library service for the small community. In September of that year she reported that with the aid of the New Mexico State Library Extension Service there were 129 books available. These Mrs. Budlong took each week to the small store at El Morro where many came from 25 to 30 miles to exchange books.

The Kindergarten Council of the Buffalo Association for Childhood Education "adopted" the El Morro library project in March 1939, and a year later reported that it had provided 200 books and expected to continue the work indefinitely. The committee in charge of this work is delighted with the enthusiastic response to their efforts and reports that "The pleasure and satisfaction it has been to bring reading matter to these book-starved people is beyond all telling."

#### Interesting Branch Activities

The New Haven Association for Childhood Education climaxed a year of meetings on "Speech Improvement and the Correct Use of the Voice" by sponsoring a play, "Under the Lilacs," by the Clare Tree Major Children's Theater. Arrangements were made for underprivileged children to attend without charge.
This A.C.E. Branch recently purchased a motion picture camera and projector which will be made available to all kindergartens and nursery schools, for the photographing of activities or the showing of appropriate motion pictures.

#### A.C.E. Seminar

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A seminar to be held at the Woman's College of the University of North Carolina, Greensboro, is being sponsored by A.C.E. members throughout the state. The theme is that chosen for the national A.C.E. convention in Milwaukee last month, "Broadening Educational Opportunities in Your School." An interesting program is being planned for June 27 and 28 and it is hoped that local Branches in North Carolina will be well represented. Dormitory room and board is offered at \$1.50 per day. Information may be secured by writing to C. W. Phillips, Woman's College, Greensboro, North Carolina.

#### Grace Anna Fry Retires

Josephine P. Simrall and Helen Bertermann of Cincinnati have prepared the following account of the professional achievements of Grace Anna Fry, who retired from active teaching at the University of Cincinnati last fall:

With forty years of continuous and effective service in the field of childhood education, Grace Anna Fry has achieved a record which places her among those whom we all delight to honor.

At four years of age she began her kindergarten career at a small private kindergarten—one of the first to establish the Froebelian methods in this part of the country, and from that date until her retirement from professional life in September 1939 Miss Fry may be said to have pursued her kindergarten career.

In 1895, she enrolled as a student in the old Kindergarten Training School, and after three years of intensive study received her degree as a kindergartner and was appointed director of a kindergarten established by one of the then new Social Settlements. So she was launched upon the career which she was to follow for almost half a century.

As director of a settlement kindergarten, as organizer of a "Mothers' Meeting" whose influence extended throughout that underprivileged neighborhood, and later as director, in a fashionable girls' school, of an experimental group in childhood education under the watchful supervision of University professors, Miss Fry's experience was broad and varied. Her next step was that of graduate assistant in the Training School, then affiliated with the University of Cincinnati. Later she became a kindergarten supervisor, and when the work so well developed by the Cincinnati Kindergarten Association was taken over by the University of Cincinnati as part of the Teach-

ers College program, Miss Fry, assistant professor on the staff, became the practical head of the kindergarten training work in the college.

She brought to this new position something more than sound training and broad experience in the kindergarten field. Her interest in the individual student, her ability to make happy personal contacts, her gracious spirit of hospitality, her knowledge of the social and dramatic arts, and her fine techniques in festival and program work brought a rare and welcome touch of charm to the busy, rushing campus life.

A graduate of Columbia University, Miss Fry kept thoroughly abreast of new developments in the profession. She worked closely with the International Kindergarten Union and held for four years the chairmanship of one of its important committees. She was at one time president of the Ohio Kindergarten Association and a charter member of the Cincinnati Council for Childhood Education. The Atlanta Kindergarten Alumnae Club honored her with a life membership in the Association for Childhood Education in recognition of her work as a faculty member of the summer school at Emory University. Her worthy record is well summed up in the following paragraphs quoted from the resolutions offered by the Cincinnati Kindergarten Alumnae Association, of which she is now president, at the time of her retirement.

"Her influence has been far-reaching, as the educational principles for which she stood have permeated not only the student body of the college but the graduates and the teaching body of the schools. Her ability to guide and also preserve the selfactivity of the students is outstanding.

"While using modern trends in education, she has very happily combined them with, and has conserved the philosophy of the early Froebelian teachings which we hold so dear—its traditions and well-balanced values."

#### Forty-eight Years of Service

With her retirement at the close of the present school year, Floro Torrence of Indianapolis, completes forty-eight consecutive years of teaching. She served in the Indianapolis Free Kindergarten under Eliza Blaker, and was teacher, critic in the Indianapolis Normal School, teacher director, and general supervisor. Miss Torrence was one of the thirty teachers who founded the National Council of Primary Education, one of the organizations which merged to form the Association for Childhood Education.

#### Caroline Barbour Memorial Grows

Friends of Caroline Barbour will be glad to learn that plans for a memorial to her have grown to include not only the placing of her name on the Roll of Honor of the International Kindergarten Union, as described in Childhood Education for April, but also the establishment of a memorial library in her

#### 1940 Edition

Curriculum Records of the Children's School National College of Education

NOW READY

Over 500 pages of records and photographs showing the results of an experimental attack on curriculum problems. This book contains copies of both group and individual records from nursery school through sixth grade, and has proved a helpful guide to teachers and supervisors.

National College of Education Evanston, Ill.

#### JUDY TOYS

Wooden Jig-Saw Puzzle Inlays
Floor Blocks — Hollow Blocks

Write for circulars:

THE JUDY COMPANY
227 N. First Minneapolis, Minn.

# Story & Verse for Children

THE NEW BOOK By MIRIAM B. HUBER

offers invaluable aid in selecting and directing children's reading

Its 500 selections provide a library of reading materials of all types and periods, classified and graded for maximum usefulness to the teacher.

In addition, it gives experienced advice on grading, stimulating reading habits and interests, etc. Full classified book lists and bibliographies, and information about authors are included.

Ready in May. Illustrated. \$3.50 (probable)

MACMILLAN

name. It is the plan that the library contain choice publications in the field of childhood education and be presented to the Superior State Teachers College, Superior, Wisconsin, the school where Miss Barbour for so many years directed the kindergarten-primary department. The Superior Association for Childhood Education, students and alumnae of the department, and many others of Miss Barbour's friends are working together to make possible the establishing of such a memorial to her.

Inquiries or further contributions may be sent to Maurine Bredeson, National College of Education, Evanston, Illinois, who is an alumna of Superior State Teachers College.

#### Consultant Appointed

The Federal Security Agency announces the appointment of Muriel W. Brown, Tulsa, Oklahoma, to a newly created position, Consultant in Family Life Education, in the U. S. Office of Education. In Tulsa Dr. Brown held the position of specialist in family life education for University of Tulsa and Tulsa Public Schools.

John W. Studebaker, U. S. Commissioner of Education, expects Dr. Brown's work to supplement that of regional and special agents in home economics education now associated with the U. S. Office of Education. She will assist the various states in developing programs of education for home and family life to reach both sexes and all age groups; will aid in the further development of fundamental homemaking education for youth and adults and of community programs of education for home and family living; and will endeavor to develop means of evaluating progress in such programs.

#### Research Awards

Pi Lambda Theta announces three awards of \$250.00 each for research studies in education, to be granted on or before September 15, 1941. These awards will be made from the Ella Victoria Dobbs Fellowship Fund. Studies on some aspect of the following may be submitted:

Professional problems of women.

Children between early elementary-school age and adolescence; psychological and social development; parent-child relationships.

A community survey of educational agencies and factors outside the school.

Crucial issues in the education of girls and women.

In addition, any subject in keeping with the National Study Program of Pi Lambda Theta is acceptable.

Further information may be secured from the

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chairman of the Committee on Studies and Awards, Marion Anderson, Ginn and Company, 15 Ashburton Place, Boston, Massachusetts.

#### National Meeting

The National Education Association will hold its 78th annual convention in Milwaukee, June 30-July 4. Amy H. Hinrichs, president, is in charge of planning convention sessions.

A new feature this year is a series of national seminars which will sit each afternoon, Monday through Wednesday, reporting their respective findings to an assembly on Thursday morning. A series of morning assemblies and discussion groups will add variety to the program. One evening session will be devoted to the world scene, another to the national scene, and a third to the place of music in the culture of the world.

Kindergarten and primary teachers attending the conference should include in their schedules the several sessions of the Kindergarten-Primary Department. These are being planned by Ethelyn Mitchell, president of the Department.

Further information may be secured from the National Education Association, 1201 Sixteenth St., N. W., Washington, D. C.

#### Consumer Education Conference

A regional conference on consumer education will be held on the campus of George Peabody College for Teachers, Nashville, Tennessee, on May 17 and 18. Major themes include consideration of basic questions and current practice in consumer education. There will be two general sessions, a dinner meeting, and seven discussion groups which will consider elementary education, rural schools, science and mathematics, social studies and home economics, business education, college economics, and adult groups.

#### WPA Holds Open House

The week of May 20-25 has been designated by the Work Projects Administration as "This Work Pays Your Community" week. Open house will be held on all WPA professional and service projects throughout the country. These include public health, library, museum, art, music, and writing projects, adult education and nursery schools for the underprivileged, recreation, and production projects. Citizens are invited to visit and inspect centers of WPA activity. A.C.E. members are urged to use this opportunity to become more familiar with the work of WPA nursery schools in their communities.

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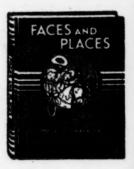
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